VISUAL HISTORY OF MANKIND

BOOK THREE

LIVING IN THE WORLD

PARRISH

ISOTYPE INSTITUTE

THE THEME OF THESE BOOKS

BOOK 1

LIVING IN EARLY TIMES

In the long, slow ages before written history began, men learned gradually to make use of their natural environment. They found out how to make, keep, and use fire; how to extract metals from their ores; how to shape tools. The hunters of animals domesticated some and lived in partnership with them. The gatherers of herbs and berries discovered agriculture. In river valleys, like that of the Nile, fields were cultivated and villages grew up. By the side of lakes, in houses built on piles, small groups of men lived more securely than their ancestors. Instead of furs, woven clothing began to be worn; in the huts crude rushlights and torches glowed at night; on the rivers the first boats were to be seen.

BOOK 2

LIVING IN VILLAGES AND TOWNS

These great fundamental discoveries made it possible for human beings to live in larger groups. Families gathered into villages and towns for mutual help and protection. This made possible division of labour with the consequent advantage of specialization. But it set problems of social organization which it has taken centuries to solve.

BOOK 3

VING IN THE WORLD

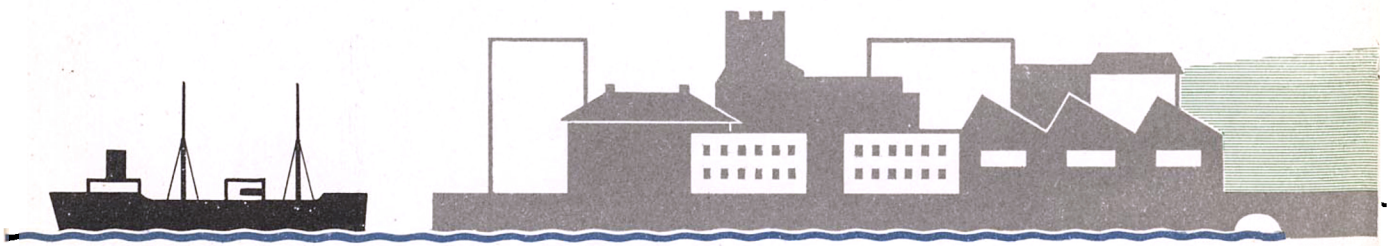
ne, as towns and cities grew, they extended their influence and rule over the sur-
g countryside. Later, the civilized regions came into contact with one another
ommerce and through war. Improving techniques speeded the process of
munication and led to the exploration of the whole planet, now seen to be
o slowly and painfully, mankind is learning the lesson that secure and
comes not through the enslavement of human beings but from the
itation of natural resources.

VISUAL HISTORY OF MANKIND

LIVING IN THE WORLD

LIVING IN

HONORARY EDITOR
LANCELOT HOGBEN



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THE WORLD

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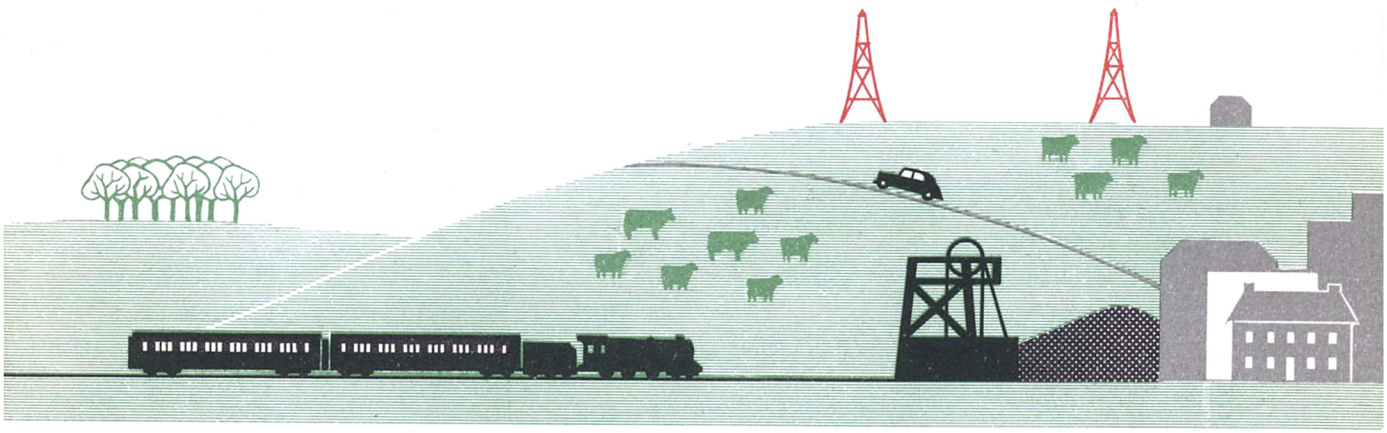
WITH 20 CHARTS IN EIGHT COLOURS BY THE ISOTYPE INSTITUTE



A MAX PARRISH BOOK

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HOW TO USE THIS BOOK

The three books that make up the Visual History of Mankind are not like the history books you usually read. They tell different stories, and tell them in a different way, using pictures instead of words.

We do not tell you very much about kings and queens, battles and wars, Parliaments and Courts. Instead you will find here stories of how ordinary people have lived in the past—the clothes they wore, the food they ate, the way they worked, and how they travelled by land and sea. If you look at Charts 13 and 14, for instance, you will find that your dinner has an interesting history.

The pictures we use have all been made in a special way. As you look at them you will see that certain drawings, say for "man" or "horse" or "wheat", are used again and again, just as words are in an ordinary book. These drawings, called Isotype symbols, are all kept as clear and simple as possible so that you can recognize them at once every time you see them. As a result, they can be put together to tell a story or to give interesting information.

We hope that you will like the bright colours we use, just as we like them, but their main purpose is to help make the meaning of our charts clearer and not just to make them more attractive. For instance, if you look at Chart 2 you will see that everything connected with the wheel is red, and everything connected with the horse is black. In fact you will soon find that everything in the Isotype picture-language has a meaning. All details that do not play a part in the story are left out. So, in Chart 2 there

is no need to show that some horses were fatter than others, because that is not part of the story. In Chart 14, on the other hand, it is necessary to show that some pigs were fatter than others, because it *is* part of the story.

There are no hard-and-fast rules about how you should read these charts, but it is usually best to look first at the chart as a whole. Next you can look carefully at each symbol and each colour until you see what it stands for. Then look for the connections between them until you can see what the whole chart has to say. Then try to answer the questions. We are sure you will think of many more than we have given.

If two or more people look at the charts together, so much the better. Interesting discussions will spring up, and you will soon find yourself seeking for more information in other books. On page 49 we have made a list of some books which you may find useful.

There is no need, by the way, to look at the charts in the order we have placed them. Just as you can look at the maps in a geographical atlas in any order and build geographical stories around them, so you may build many stories around our charts and, if you wish, look at the last before the first.

If you turn to page 48 you will find we have suggested a number of things you might like to do yourself, including making some of your own picture stories. Whether you do these things or not, we hope you will enjoy reading this new kind of book, and will find our stories interesting and easy to remember.

The Editors

The Beginnings of Trade

Look at the top picture first.

1
Put your finger on the seas; the forest; the grassland.

2
Where was amber found? Where was it taken to? How was it carried?

3
What are the men receiving in exchange for amber?

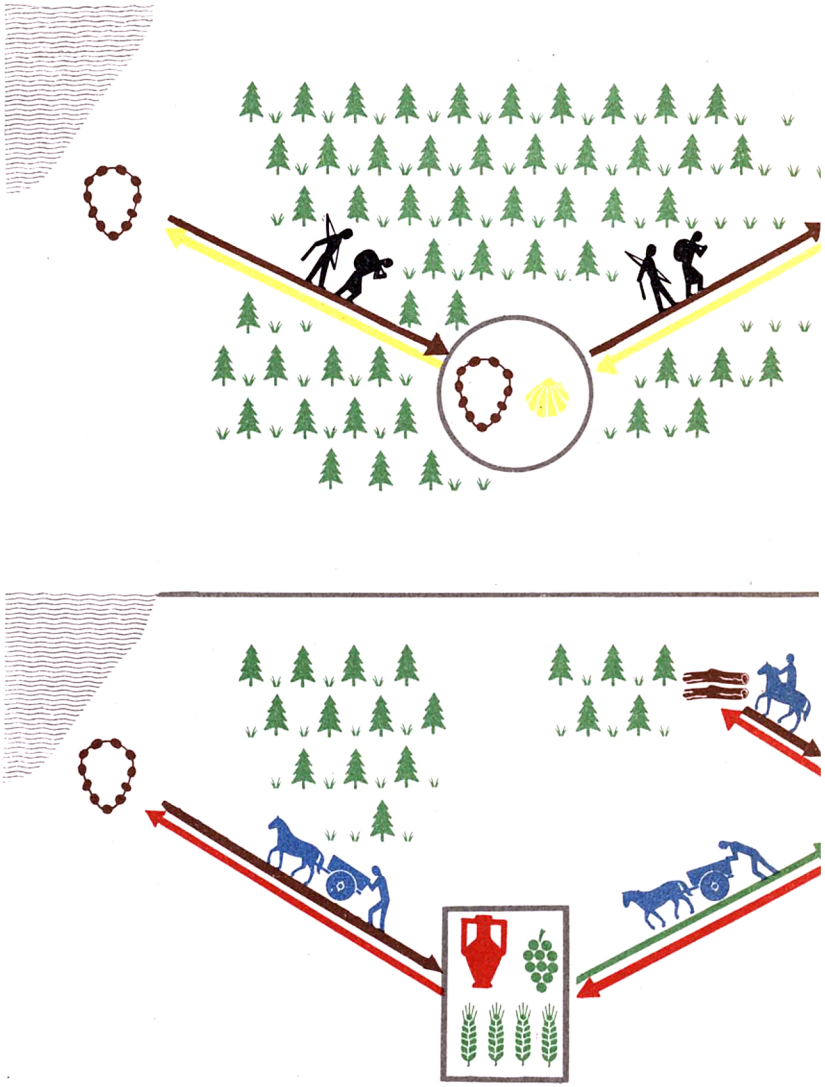
4
These men do not travel only for trade. What other reasons might make them want to travel?

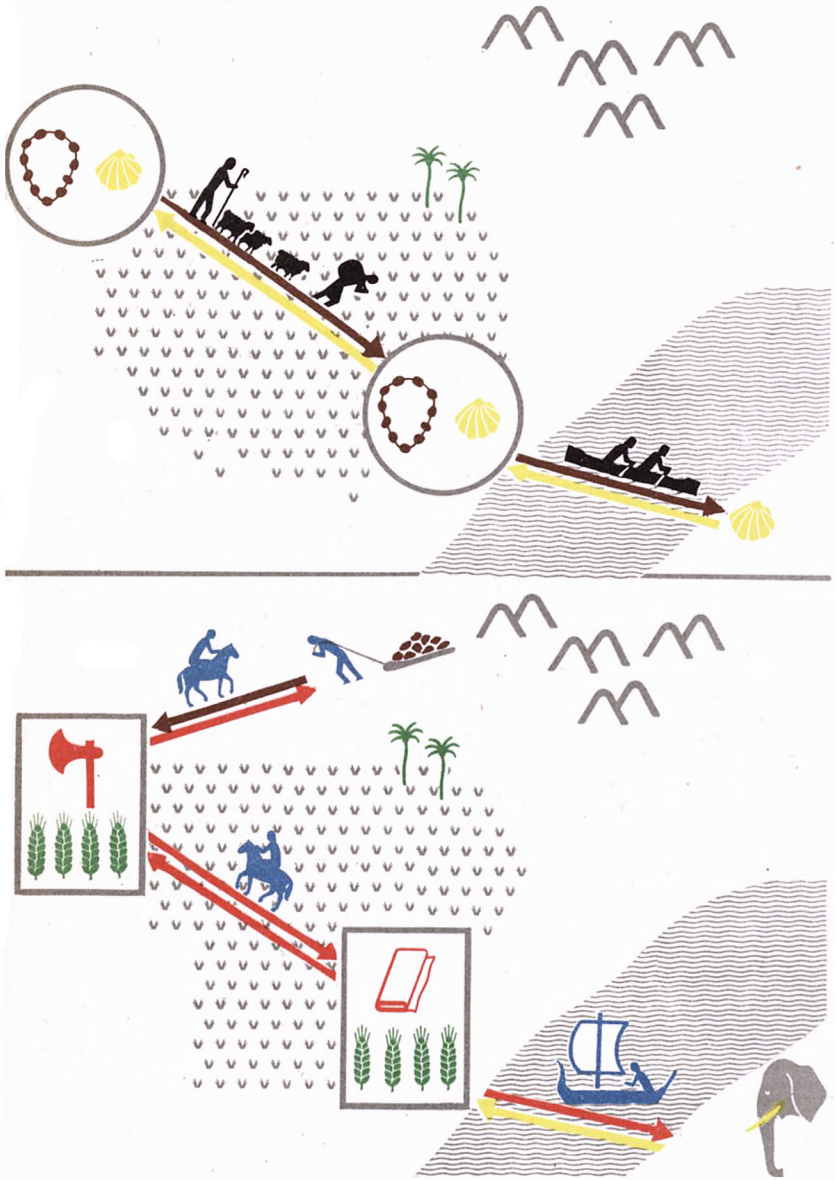
5
What hunting weapon is the second man in the forest carrying?

6
What is the second man in the grassland doing?

Now look at the bottom picture.

7
Are there more or fewer articles being taken from place to place than in the top picture?





8
How are they being carried?

9
What is coming from the forest? What from the mountains?

10
What kind of article is made from these two things?

11
What is received in exchange for the products?

12
Name some of the things which come from hot countries.

13
Which of these is brought from across the sea?

14
Describe the difference between the boat in the top picture and that in the bottom picture.

15
Name some of the things which come from cold countries.

16
Do the men in this picture travel mainly for trade?

Chart 1

The Horse and the Wheel

1
In which part of the world were carts with wheels first used?

2
In which part of the world were carts with wheels not used until A.D. 1500?

3
How many years were there between the earliest use of the wheel and A.D. 1500?

4
In which part of the world were horses first ridden by man?

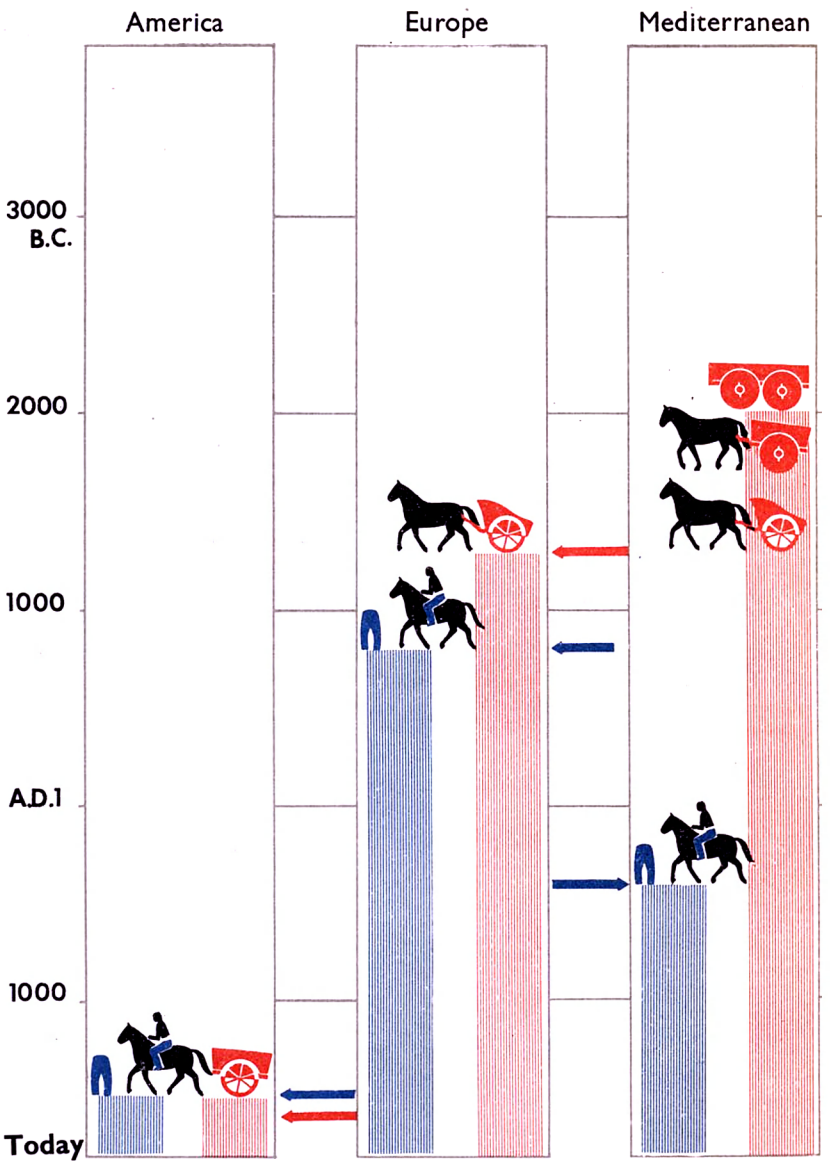
5
How many years ago did this happen?

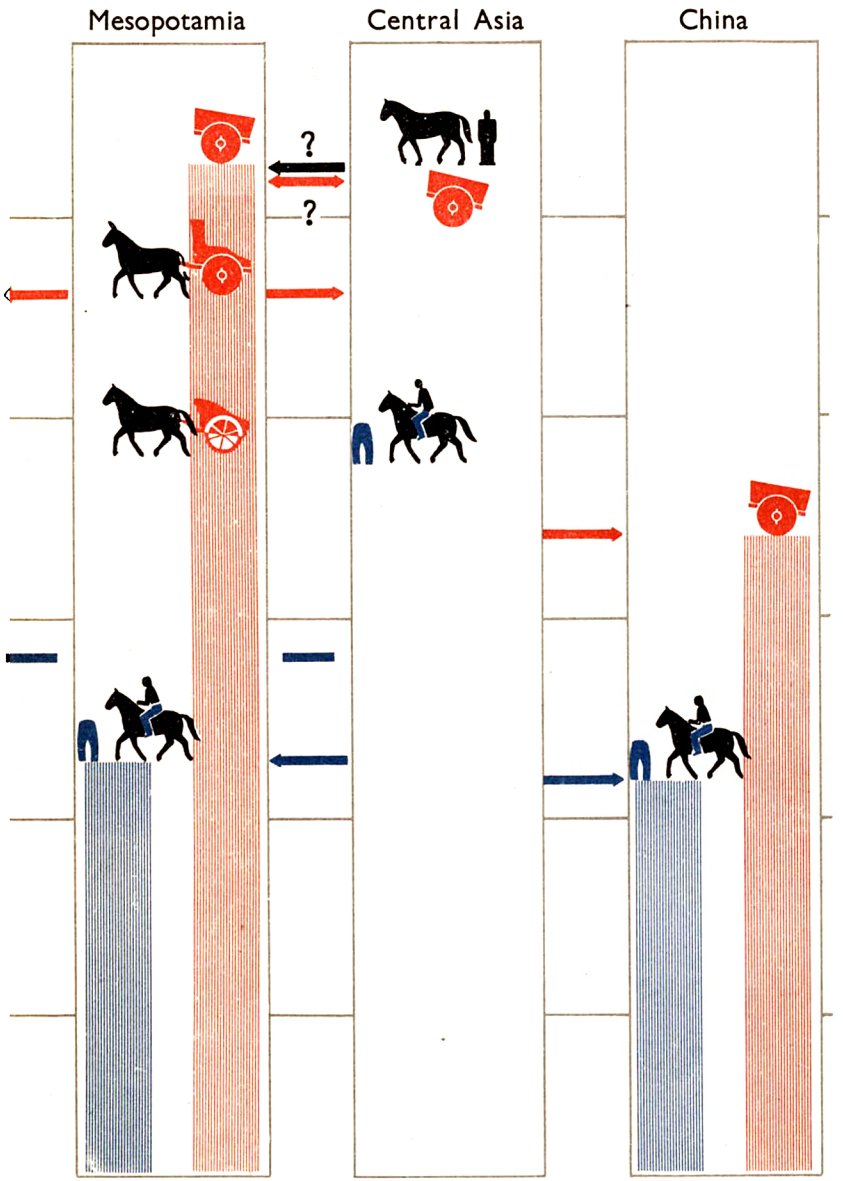
6
Did man use the horse to pull carts before he used it for riding?

7
What does man wear to ride a horse?

8
When did man first start to wear these garments?

9
In which part of the world were horses first tamed?





10
Name the parts of the world where horses were found and used before they reached Northern Europe. Find the places on your atlas.

11
From which part of the world did America get horses?

12
How were they taken there?

13
When did wheels first have spokes?

14
What were wheels like before they had spokes?

15
Name a country where wheels still do not usually have spokes.

16
From whom did the people of Europe learn to wear trousers?

17
In what countries were carts introduced before horses?

Chart 2

The People of the Steppes

1
Compare this map with your atlas. What are the three continents which are partly shown?

2
Put your finger on the Pacific Ocean, the Atlantic Ocean, the Mediterranean, the Black Sea, the Caspian Sea, the Red Sea, the Persian Gulf.

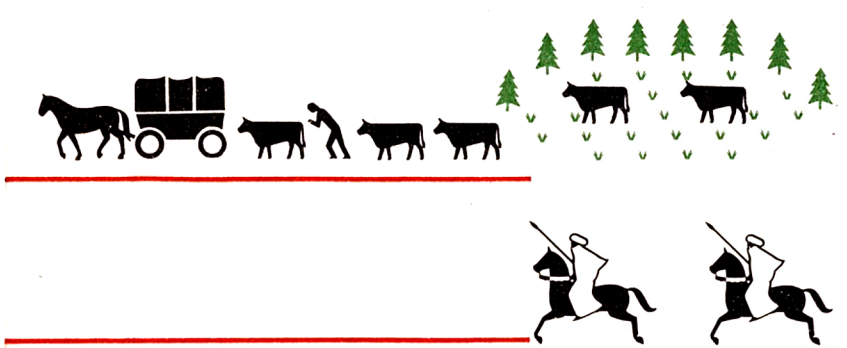
3
Find the River Nile, the River Danube, the Hwang Ho, the River Indus, the Rivers Tigris and Euphrates.

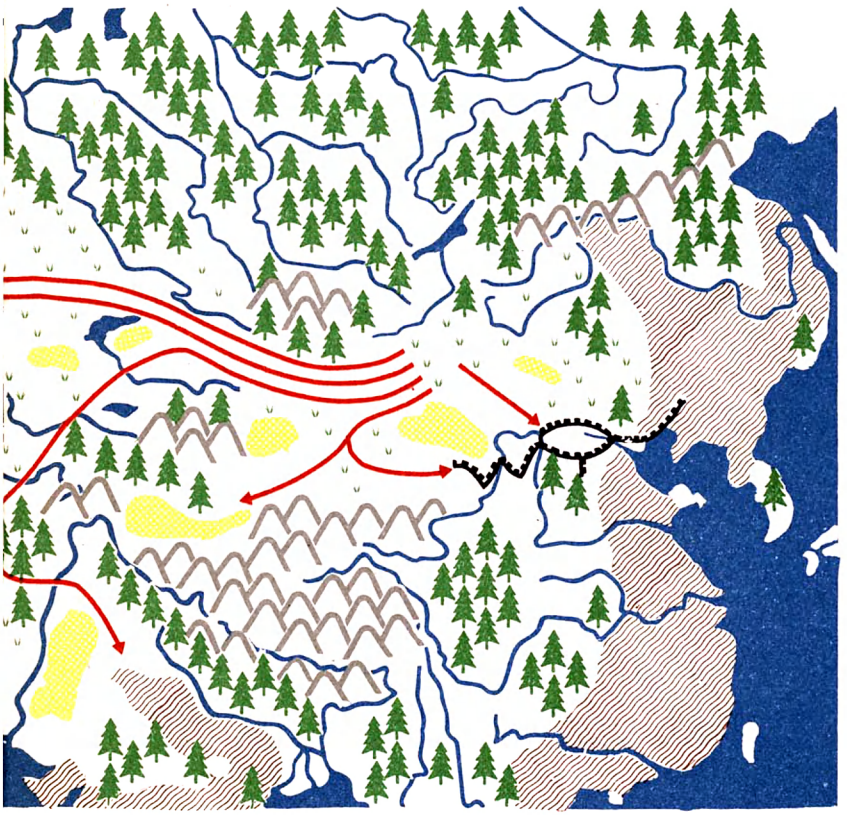
4
Put your finger on an area of cultivated land, of grassland, of desert. Find the Alps, the Himalaya, the Tien-Shan.

5
What animals went with the Steppe people on their peaceful travels?

6
Which animal did they use when invading another land?

7
Was this animal used for other purposes?





8
Why did they keep the other animals? What do those animals live on?

9
Why are the people in the top picture taking the animals from one grassland to another?

10
What weapons did the people use?

11
What do the red lines stand for?

12
How many walls are shown on the map? Which is the longest wall? Why was this built where it is?

13
Why do the red arrows end against this wall?

14
Which is the nearest cultivated land to the first home of the Steppe people?

15
Why did the people avoid the deserts in their migrations?

16
Give a reason for the long route taken to reach northern India.

Chart 3

Travelling on Land

1
What do the solid grey lines stand for in these pictures?

2
What do the thick blue lines tell you?

3
At what period was travel by horse and carriage little quicker than travel on foot?

4
How many buildings are shown?

5
Put your finger on the picture of the railway station.

6
During which period were the surfaces of roads most rough?

7
When was overland travel fastest before the coming of railways? Can you give reasons for this?

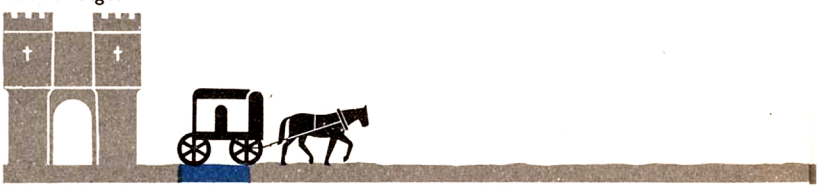
8
How is modern overland travel shown?

9
Name any other ways of travelling overland today.

Pre-Roman

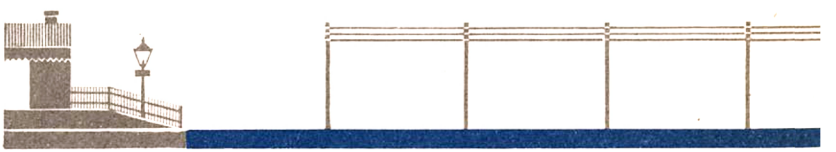
Roman

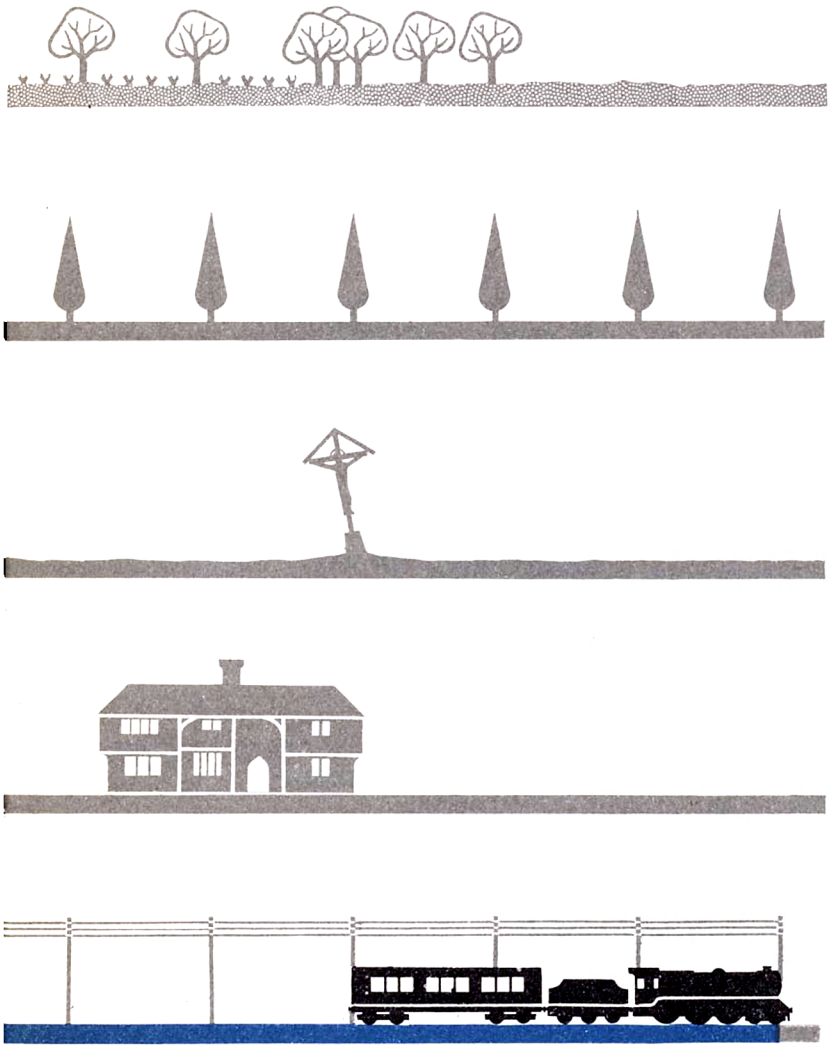
Middle Ages



Tudor

Today





10
Which of these are quicker than the earlier ways? What other modern inventions are shown on the chart?

11
How was the carriage attached to the horse in Roman times?

12
How was the horse harnessed to the carriage in the Middle Ages? Do you think this was better or worse for the horse?

13
Which is the largest horse-drawn carriage shown? Why was the horse able to pull it faster than the smaller carriages of earlier times were pulled?

14
What is the building halfway along the road in the fourth picture? What use was it to travellers?

15
Were working people often able to make long journeys in the Middle Ages? Are they able to do so now?

16
During the Middle Ages, was it necessary for the people in a lonely village to make most of the things they needed? Is it necessary now?

Chart 4

Travelling on Water

1
How far can a modern liner travel in one day?

2
What are most ships built of now?

3
What power is used to drive them?

4
What do you think a modern liner usually carries?

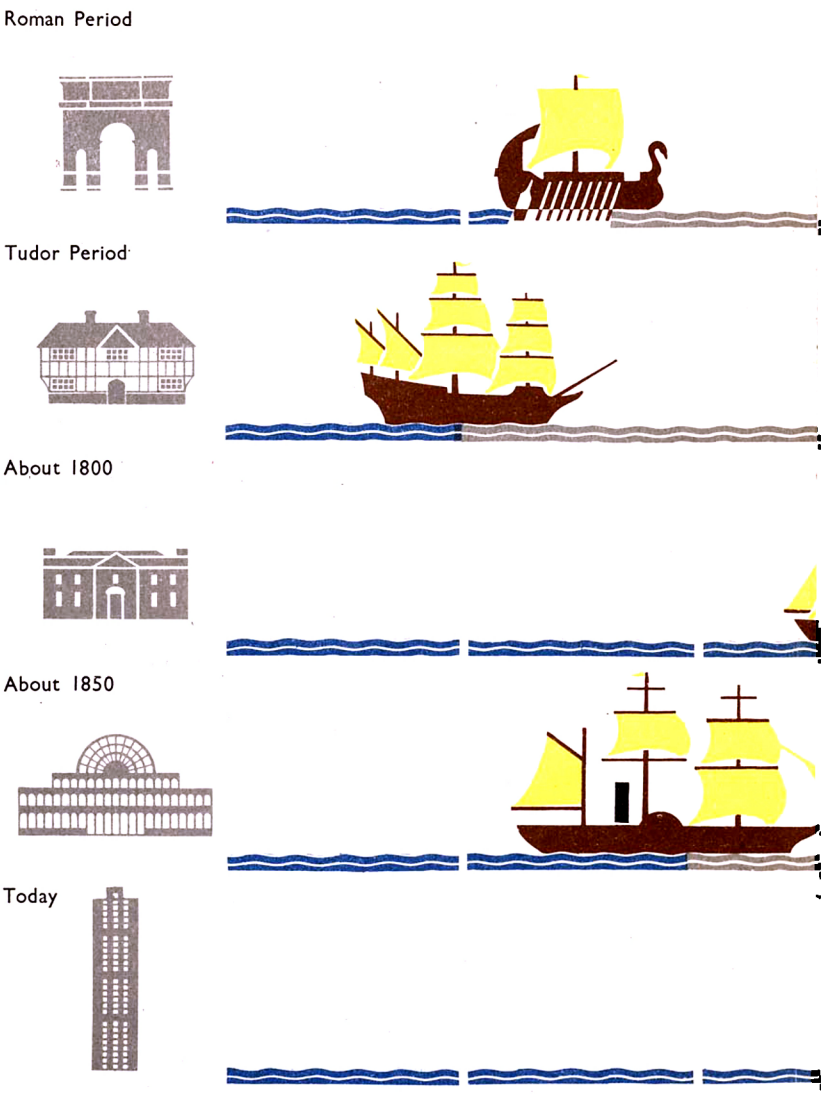
5
Until a hundred years ago, what equipment did every ship have to help it move through the water?

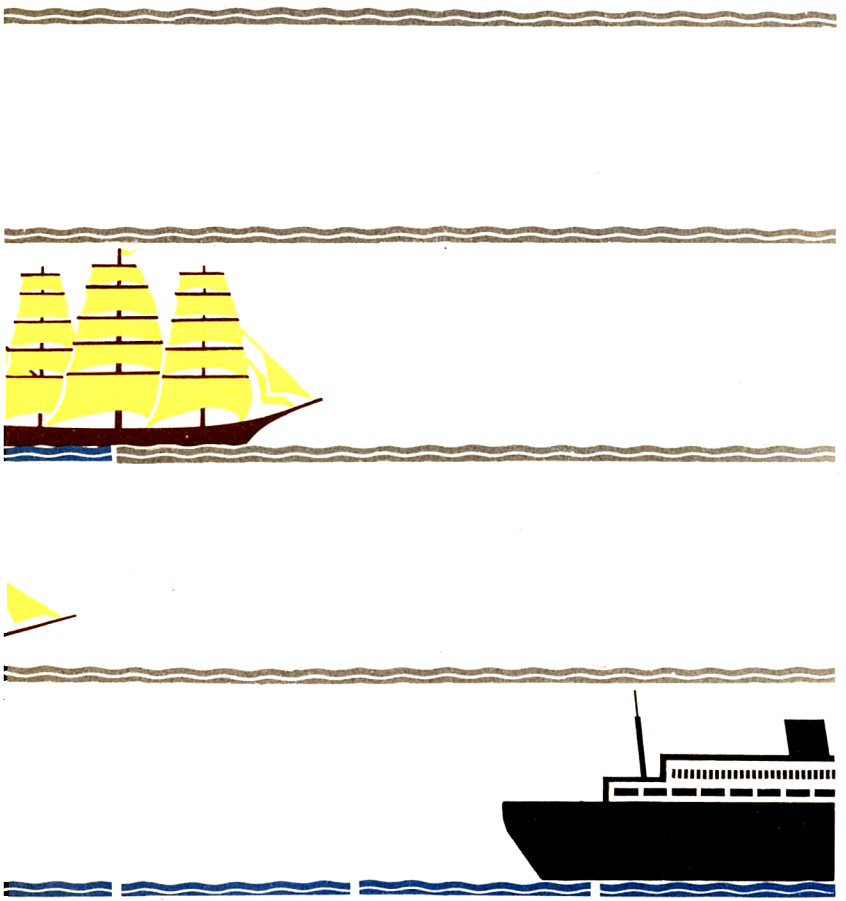
6
What was the greatest distance that a ship could travel in a day, using this method?

7
When was that speed reached?

8
In what way was the ship of 1850 different from all earlier ships? In what way was it similar?

9
Why was the ship of 1850 sometimes slower than the ship of 1800?





10
On a windless day, which ship would travel faster, that of 1850 or that of 1800? Which do you think could maintain the more regular service between two ports?

11
Did the Roman ship depend entirely on its sail to move it?

12
Why was the Roman ship able to travel faster than the ship of the Middle Ages?

13
What were Roman ships built of?

14
Until when was wood the only material used for shipbuilding?

15
Look at Chart 7 and say which kind of ship was used by the people who discovered America.

16
Are sailing ships still used today? If so, what are they used for?

Civilizations of Early Times

An atlas should be used with this chart. Look first at the top map.

1
How many centres of civilization were there in earliest times?

2
Put your finger on the centres near the River Nile, the River Euphrates, the River Indus.

3
To which parts of the world were journeys occasionally made?

4
Where were the regular routes?

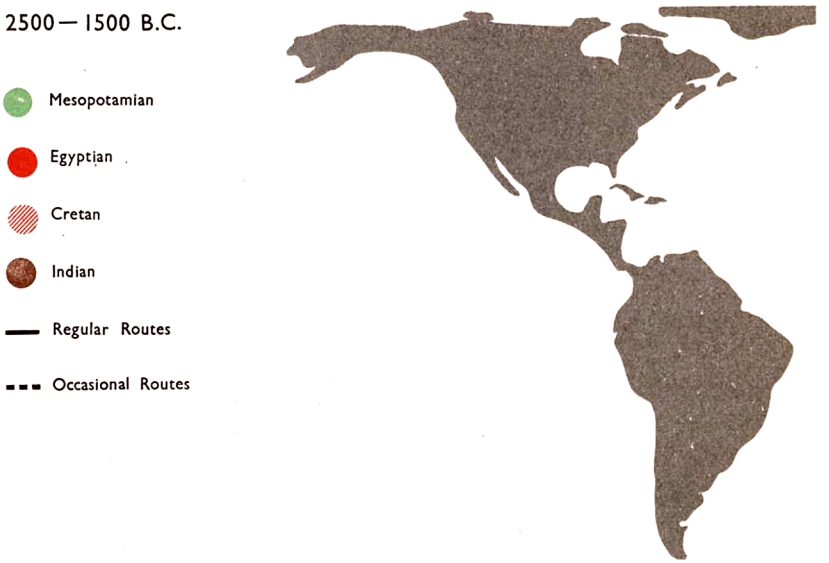
5
Draw a map of the parts of the world known to (*a*) an Egyptian, (*b*) an Indian.

Now look at the bottom map.

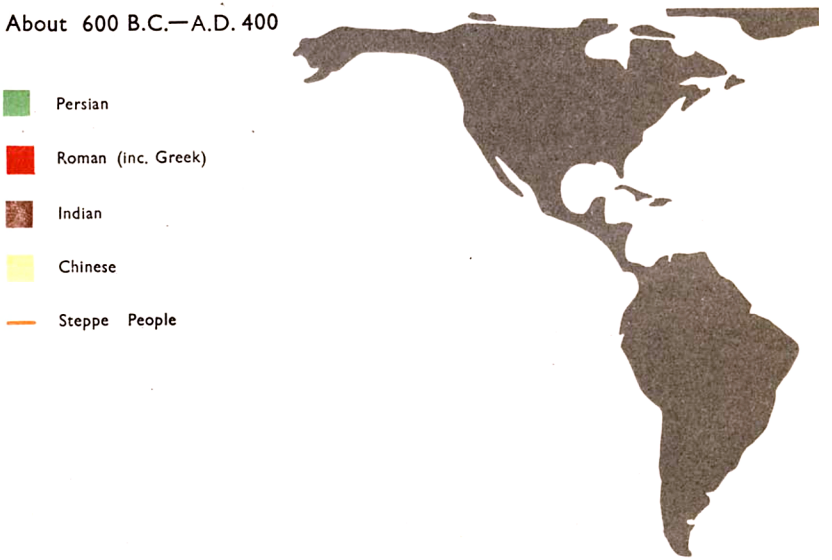
6
Name the lands over which the Roman Empire has spread.

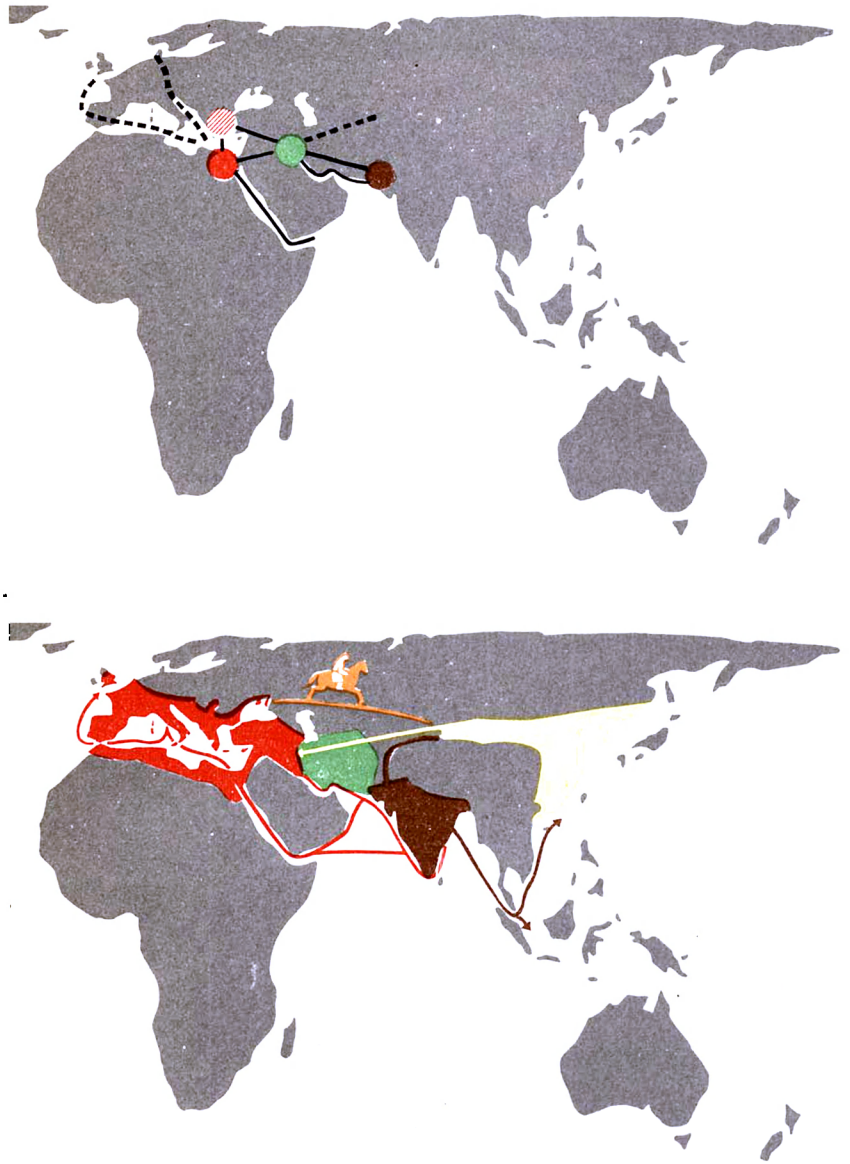
7
Name the sea around which these lands are found.

2500 — 1500 B.C.



About 600 B.C.—A.D. 400





8
Look at your atlas and suggest whether the spread might have taken place by land or sea.

9
Describe the long voyages regularly undertaken by the Romans.

10
What parts of the British Isles were known to the Romans?

11
What parts of present-day Russia were known to the Romans?

12
What civilization is shown in yellow?

13
Silk was known in the Roman Empire. How did it get there?

14
By which two routes did the Indians travel to China?

15
Put your finger on any routes in the bottom map which are similar to those in the top map.

16
There were also Steppe people. How are they shown?

Chart 6

Civilization Circles the Earth

Look at the top map first.

1
Name the lands invaded by the Northman. Name those visited.

2
Name the main countries included in the Arabian Empire.

3
Where did the seamen of the Arabian Empire sail to?

4
The cross on the shield means that men are going to fight a holy war or crusade. Where are these men coming from? Where are they going to?

5
Which people have spread over most of Northern Africa?

6
Which important civilization have they overrun there?

7
How far eastwards did they spread?

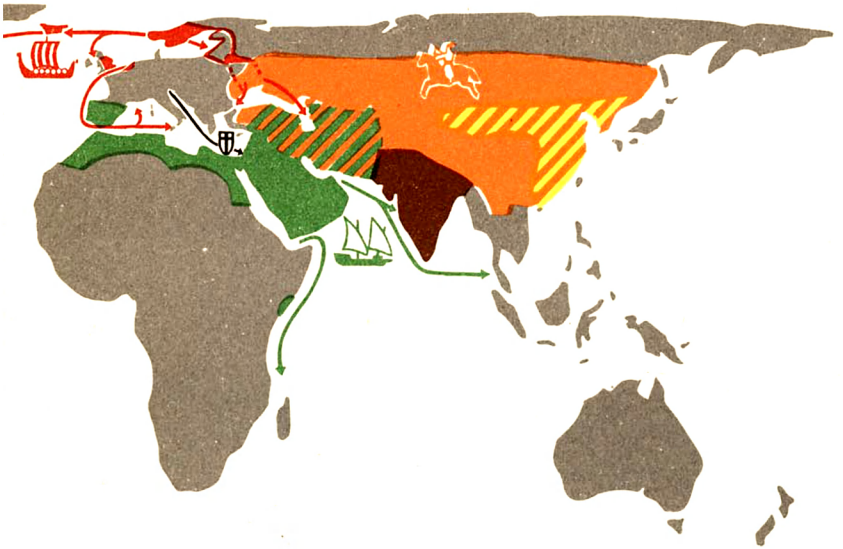
8
Has the Indian civilization spread very far?

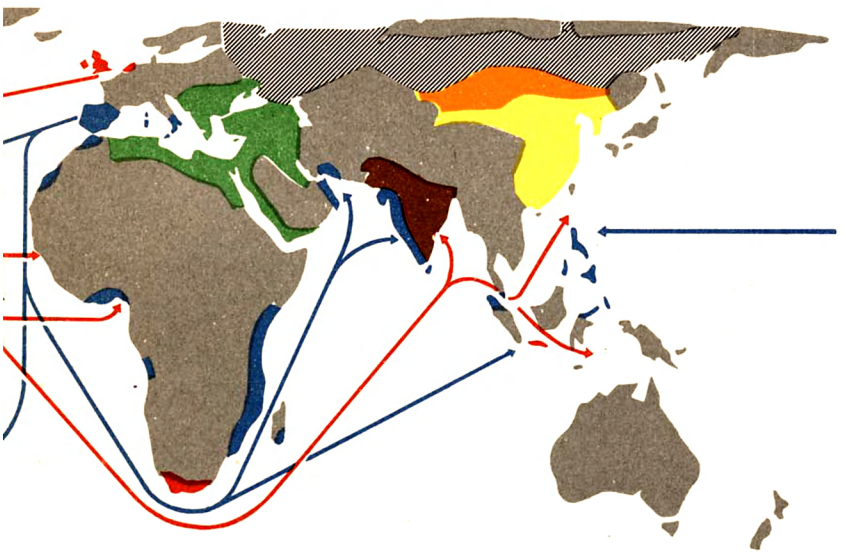
A.D. 700 — 1300

- Muslim (Arab)
- Norse
- Indian
- Mongolian
- Chinese
- Crusades

About A.D. 1600

- Spanish and Portuguese
- British and Dutch
- Muslim (Ottoman)
- Indian
- Mongolian
- Chinese
- Russian





9
Draw a map of the world as known to (*a*) a Northman, (*b*) an Arab.

Now look at the other map.

10
Which countries have now become great centres of travel?

11
Which people are less powerful in 1600 than previously?

12
Which new parts of the world have been discovered?

13
Suggest reasons why they were not known before.

14
Which continent still remained unknown in 1600?

15
Which people have expanded far eastwards and pushed back the Mongolians?

Chart 7

The New Spain and the Old

1
What colour stands for America?

2
What colour stands for Europe?

3
What lies between them?

4
Look at Chart 7 and say when Europeans discovered Central and South America.

5
Which countries did the discoverers of the New World come from?

6
What kind of men are shown landing in Central and South America?

7
What animal did these men bring with them?

8
What important invention did they bring with them?

9
Name three ways in which this was used—first in Europe and later in America.

About 1500

About 1600

10
What plant did Europeans take to America?

11
What plants were taken back to Europe?

12
Which of these plants were used for food?

13
What were the other plants used for?

14
Name three other things that were grown and eaten in the New World before Europeans went there.

15
Using Chart 11, say which religion would be taught in the new church shown in Central America.

16
What happened to the old Mexican temples after the Europeans settled in the New World?

17
What new weapons did Europeans introduce to America?

Chart 8

Hieroglyph and Alphabet

1
About how long ago was picture-writing first used?

2
Name the first three parts of the world where picture-writing began independently.

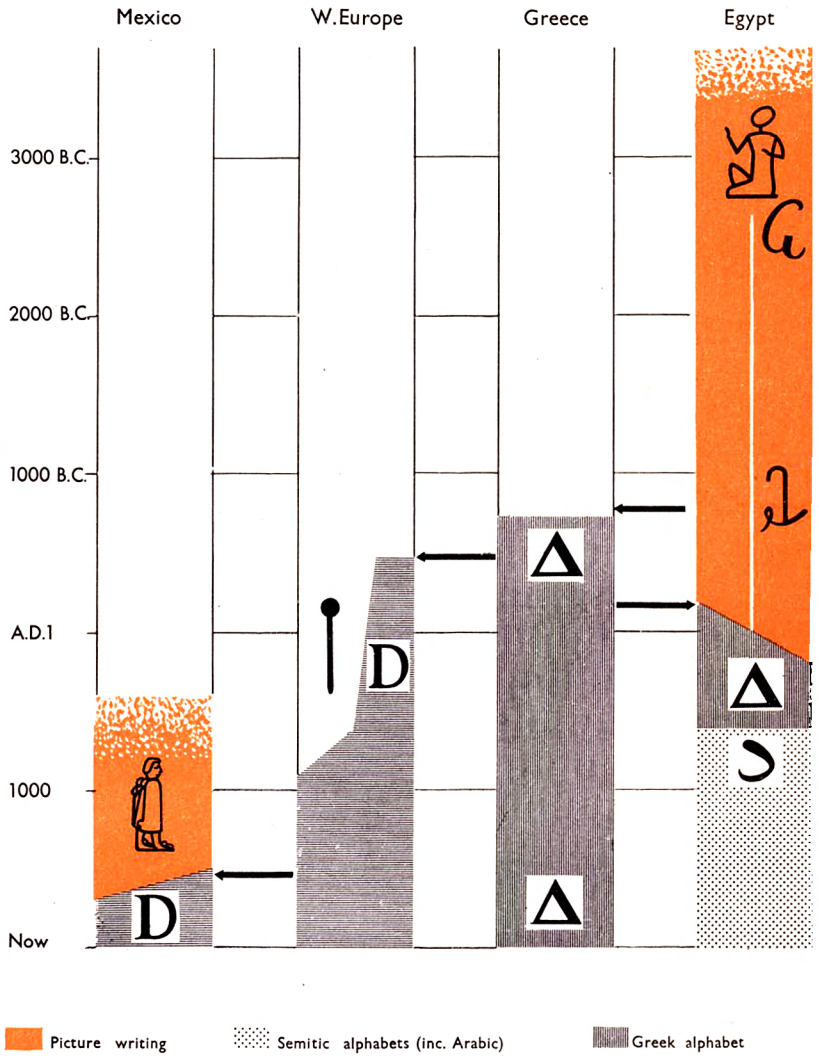
3
What else have you learned about these three places by looking at the top half of Chart 6?

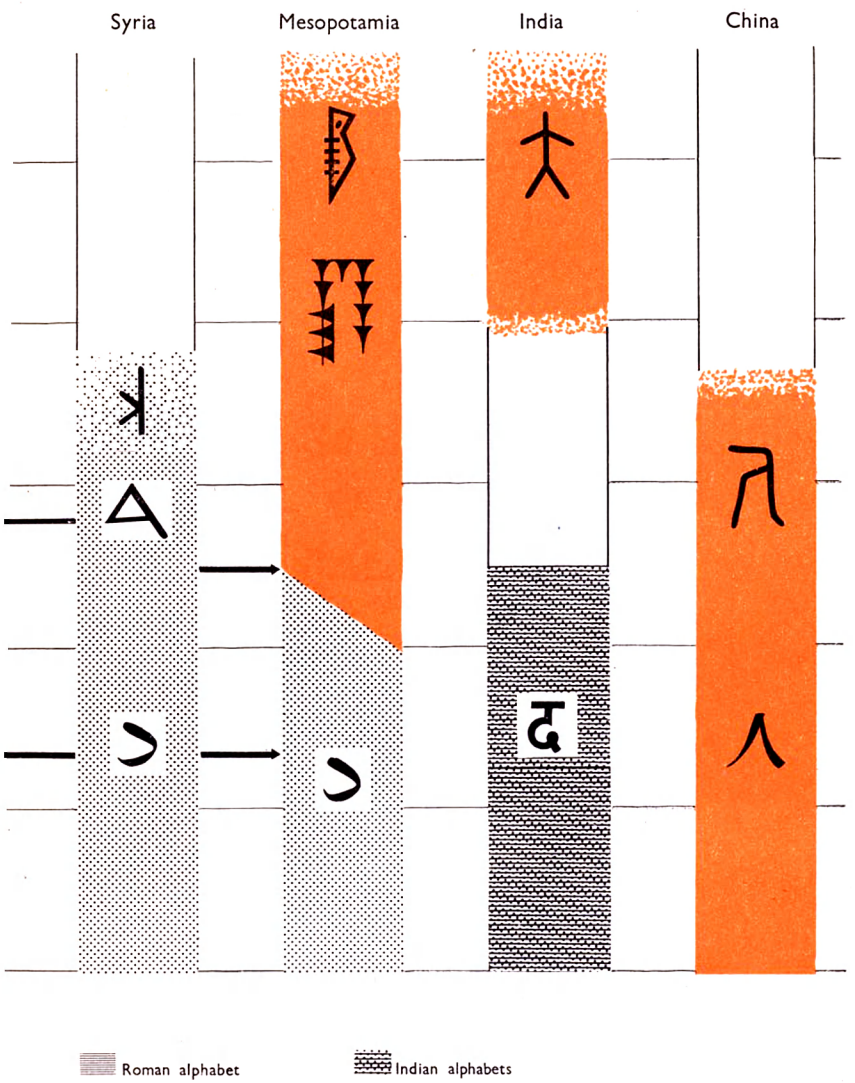
4
Which was the last country to develop its own picture-writing? When was this?

5
Name a country where picture-writing is still used.

6
Can you recall a well-known Bible story in which writing was done on tablets of stone?

7
In one country wedge-shaped, or cuneiform, writing was done on clay tablets with a small chisel. Put your finger on the cuneiform writing shown here.





8
In which part of the world did alphabetic writing begin? How long ago was that?

9
Which alphabet was used first, the Roman, the Greek, or the Arabic? Which was the last to come into use?

10
How long is it since the Greek alphabet was first used?

11
When were some of the languages of Europe first written in Roman characters instead of in the old runic writing?

12
Can you suggest why they were written in Roman characters, and not Greek characters?

13
At what date was the Roman alphabet first used in Mexico?

14
Which alphabet is most widely used today? Why do you think this is?

Chart 9

The World Learns to Write

1
Which is more widely used to-day, picture-writing or alphabetic?

2
Name three great alphabets that grew out of the first alphabetic writing.

3
Look at Charts 6 and 7 and suggest why they were given these names.

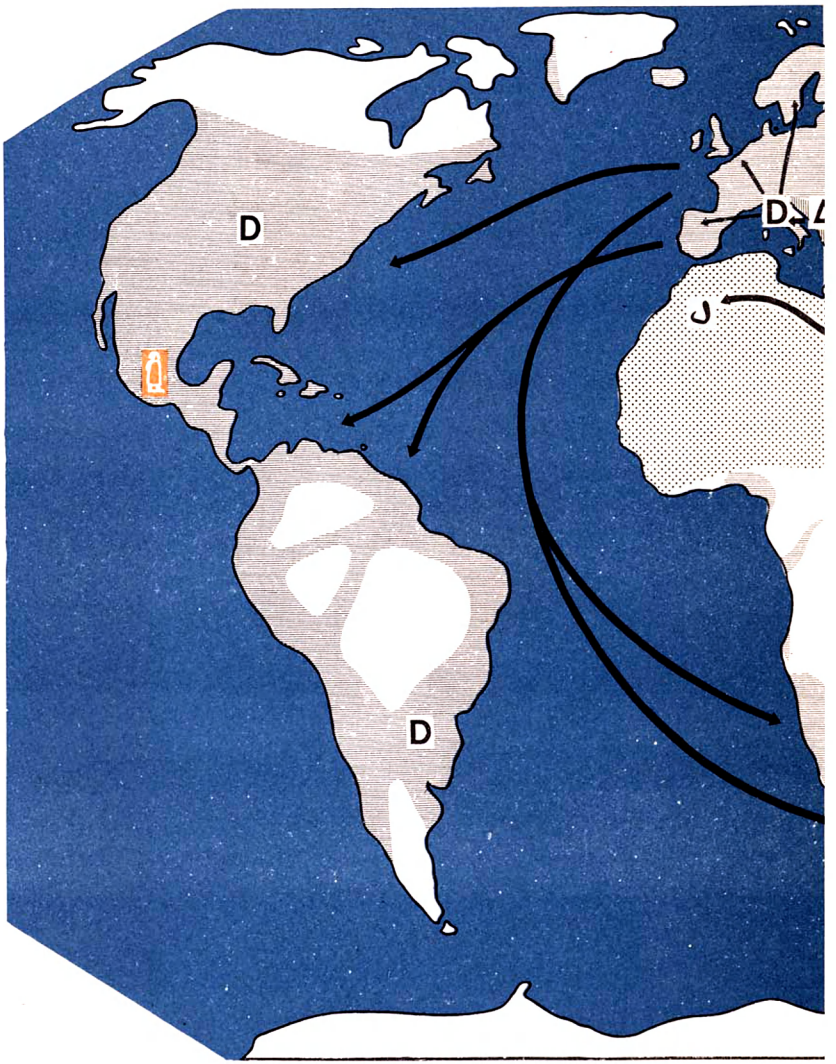
4
Can you name any parts of the world where the native people still have no written language?

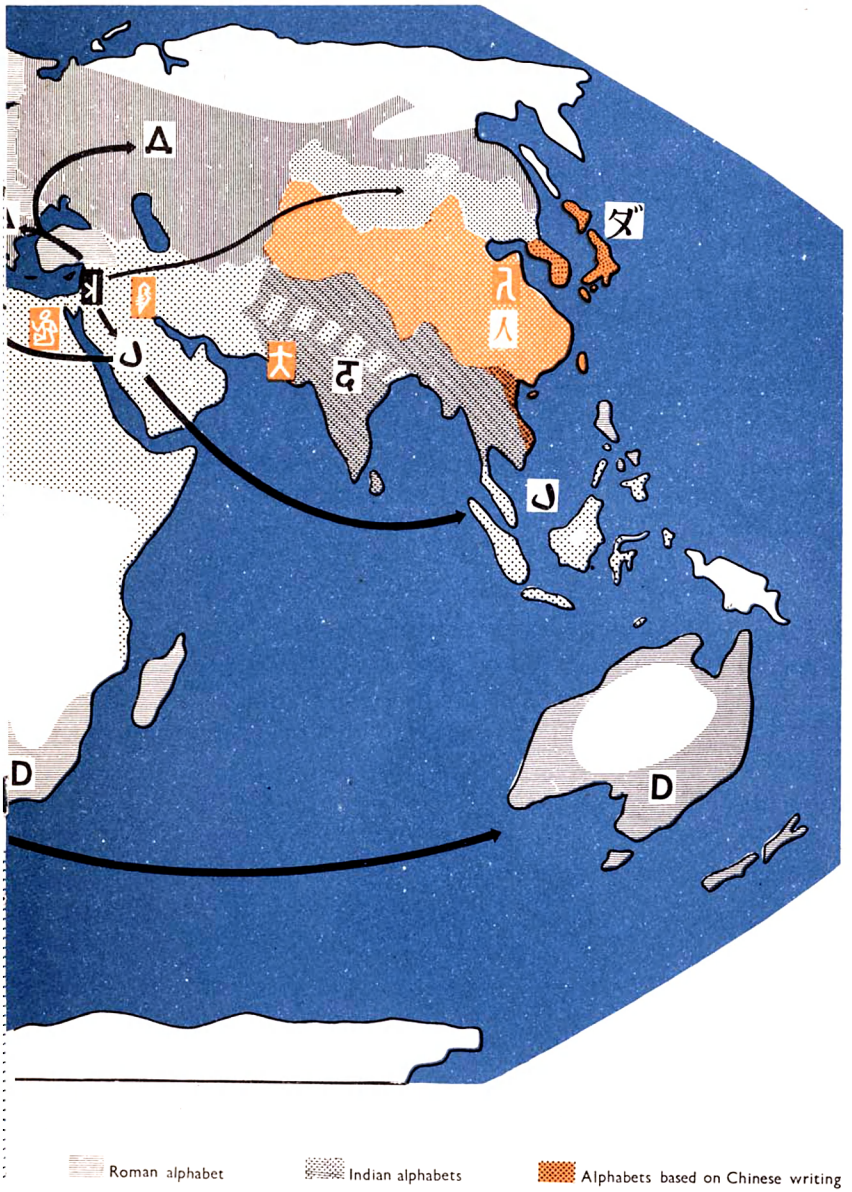
5
The alphabet used in Russia is called the Cyrillic alphabet. Which is it more like, the Greek or Roman?

6
Can you suggest why this is so?

7
Look again at Charts 6 and 7. Why do you think the Arabic alphabet, and not the Greek or Roman, is used in Malaya and the East Indies?

8
Is the Arabic alphabet used in any part of modern India? Why is this?





9
From what part of Europe did the Roman alphabet spread to North America? To Central and South America?

10
Is there any similarity between the writing used in Japan and that used in China?

11
Look at Charts 6 and 7 and say which country first learned to write, China or Japan.

12
Look at Chart 7 and say from which part of Europe the Roman alphabet was carried to the Philippine Islands.

13
From which countries did the Roman alphabet spread to South Africa and to Australia?

14
Look at Charts 7 and 9, and say when you think the Arabic alphabet was first used in North Africa.

Chart 10

The Great Religions

1
Which main branches of Christianity are shown?

2
Where did Christianity begin?

3
Name some countries where the Muslim religion is widespread.

4
Look at Chart 7 and say at what date the Muslim religion spread to these countries.

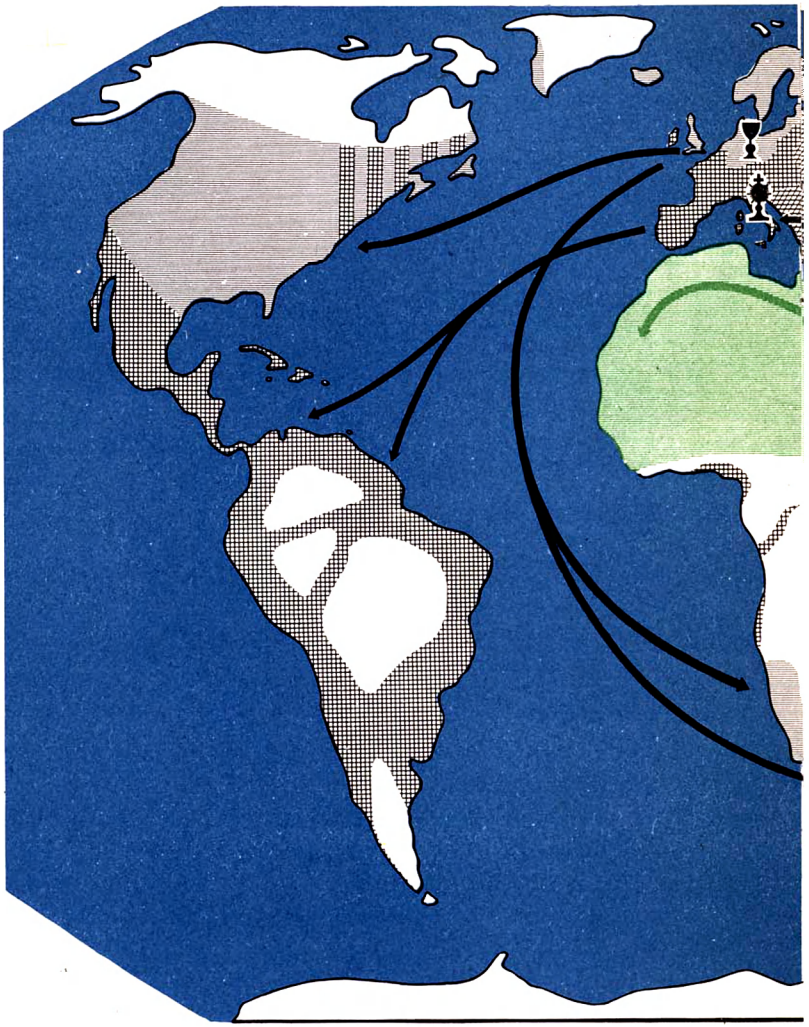
5
Look at Chart 3 and see if it tells you anything else about many of these countries.

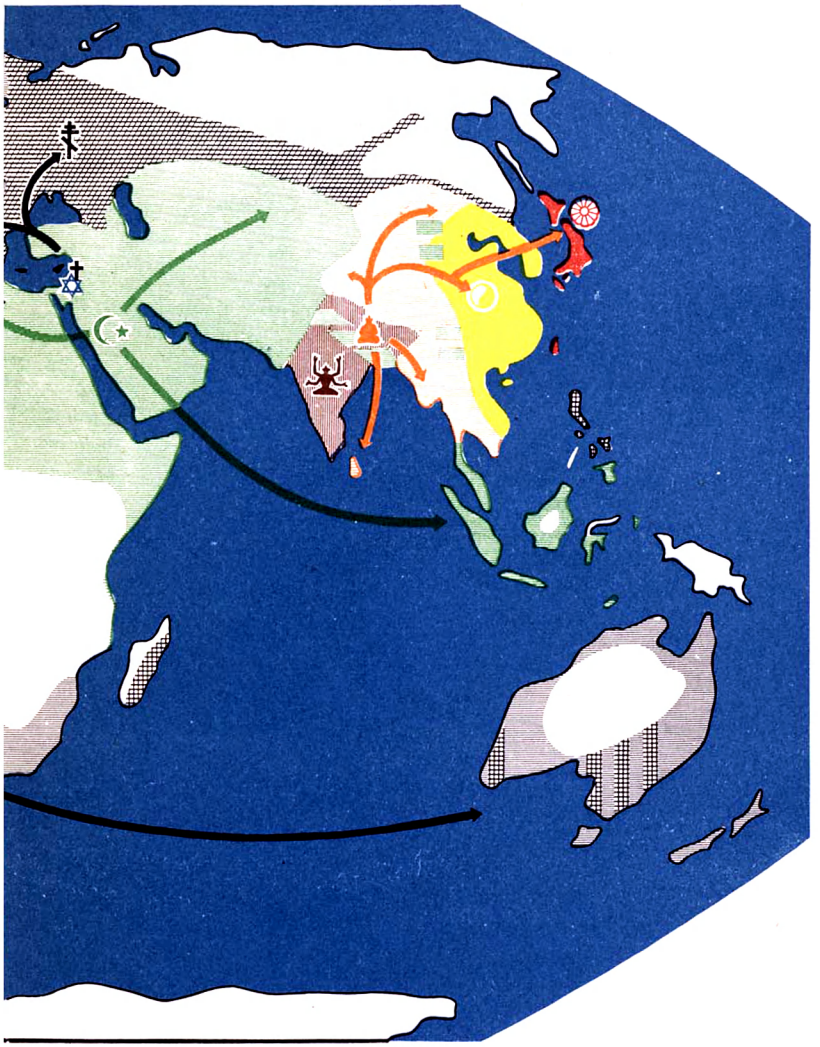
6
What peoples spread this religion?

7
Which parts of the continent of Europe are Protestant?

8
Name as many of the Roman Catholic countries of Europe as you can.

9
Using Chart 7, say which Europeans took Christianity to South America, Africa and the Philippine Islands.





Buddhist Taoist Shinto

10
Name the chief religions of the Far East.

11
Which of these is no longer widespread in its place of origin?

12
Which religion is most widespread there now?

13
Name some countries where there are many Buddhists.

14
In which countries of Europe is the Greek Orthodox Church important?

15
How far East has the Greek Orthodox Church spread?

16
Compare this chart with Charts 9 and 10 and say what you notice about the spread of religions and the spread of alphabets.

Chart 11

Spreading Knowledge

The black figure in each circle learns what is happening in the world beyond his own home. His own circle of friends is shown in green.

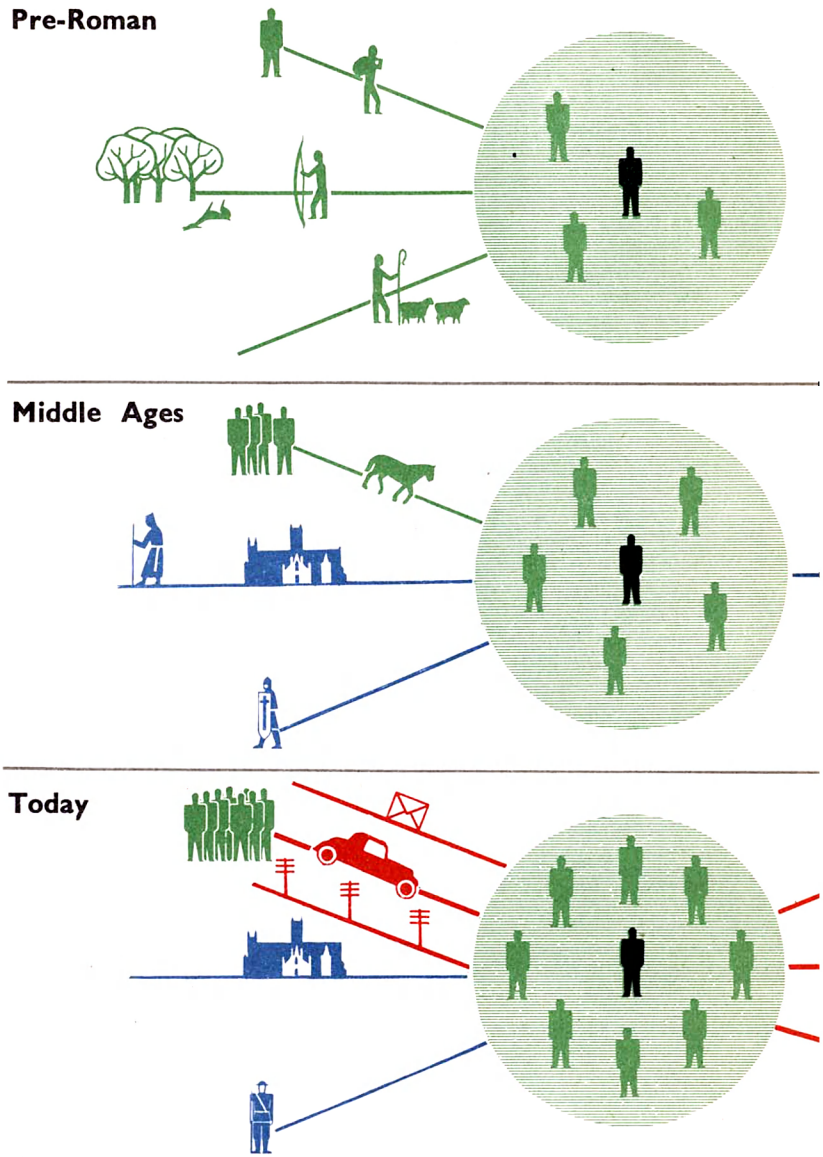
1
Look at Chart 3 and say whether primitive men ever travelled far in search of pastures for their flocks and herds.

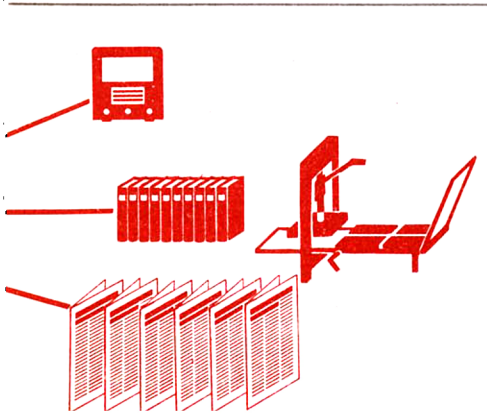
2
Would the merchant and the hunter both carry home the same kind of news and stories?

3
If the stay-at-home man of primitive times did not meet any of the returning travellers how might he still hear the news they brought?

4
Did the stay-at-home man of the Middle Ages still depend on hunters and shepherds for his information? What did he depend on instead?

5
When a soldier returned from a crusade what countries would his stories be mainly about?





6
Look at Charts 7 and 11. Which great empire and which religion might returning crusaders talk about?

7
Priests and friars of the Middle Ages sometimes visited the city where the head of the Christian Church lived. Which city was this?

8
Do you think news still travelled by word of mouth during the Middle Ages? By what other methods could information be spread?

9
How were books made in the Middle Ages? Who do you think made them? Do you think there were plenty of books for everybody?

10
Name three ways by which travellers can send private news home today.

11
Name three ways in which modern men can sit at home and learn about the great events which happen all over the world.

12
Name two ways, not shown here, by which news can be told in pictures.

Chart 12

The Fruits of the Earth

1
Which crop beside maize and potatoes came from America?

2
Which crop beside olives and wheat came from the Mediterranean lands?

3
Rice, sugar-canes, peaches and oranges came from the East. Put your finger on the symbol for each.

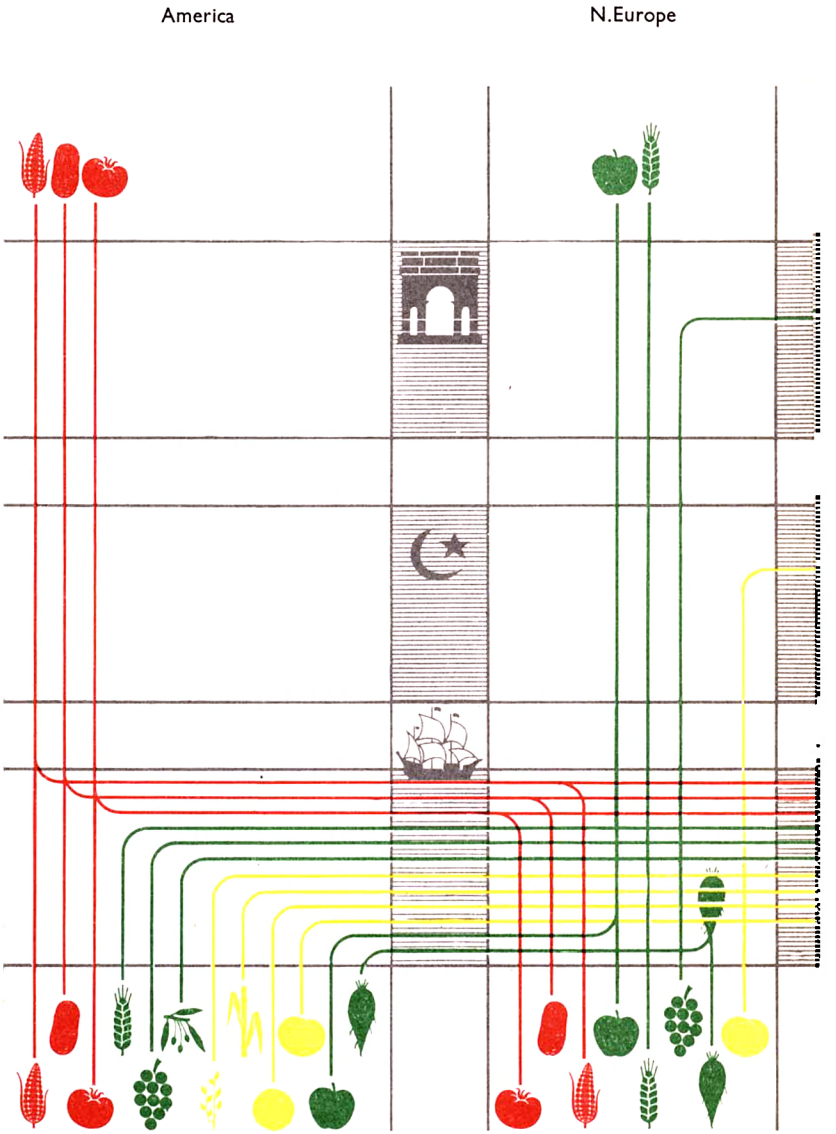
4
In early times which northern European crop already grew in the East?

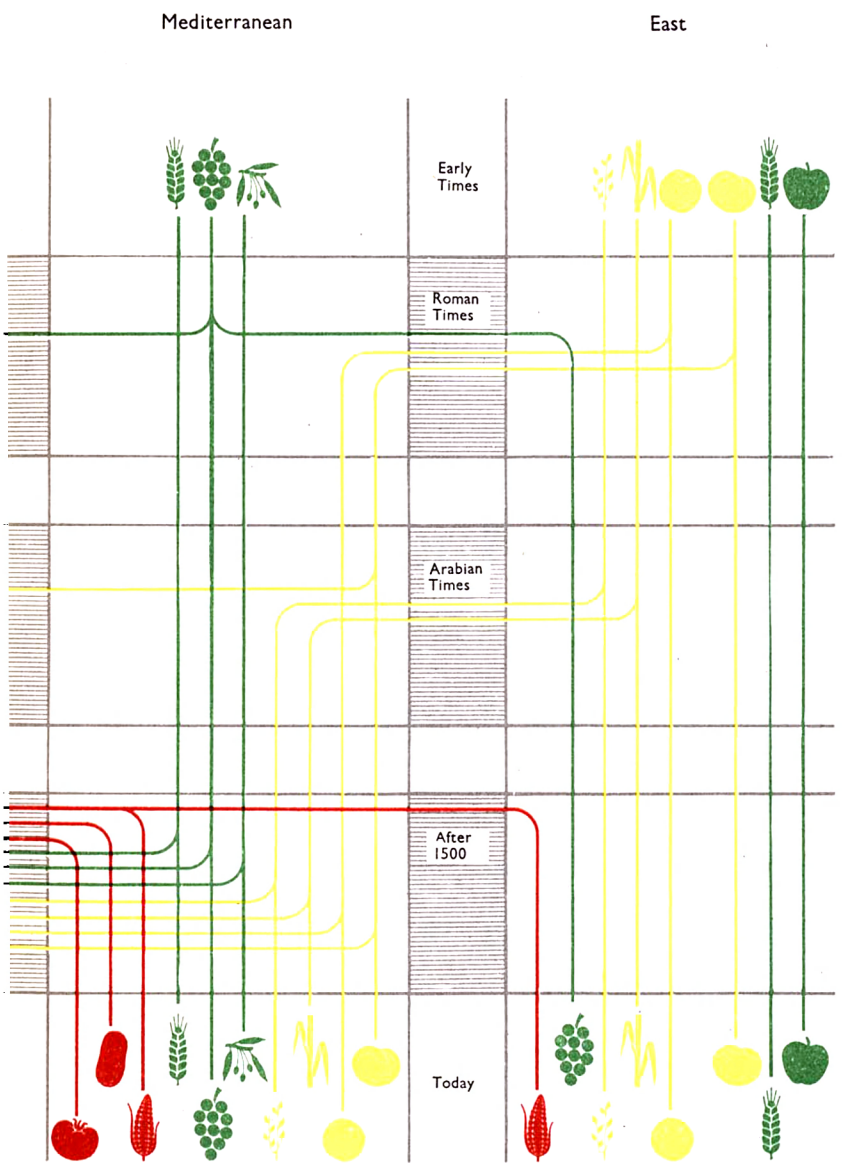
5
Which other European crop grew also in the East?

6
Between which parts of the world did the earliest exchanges of crops take place?

7
Look at Chart 6 and say whether this exchange more probably occurred by land or sea.

8
During which period did the next transfer of crops occur?





9
What were the crops? Where were they taken to?

10
Look at Charts 6 and 7 and suggest a reason why these parts of the world were involved.

11
Look at Charts 6 and 7 and say why exchange between America and Europe did not take place earlier.

12
For which part of the world is the greatest variety of crops shown on the chart now?

13
For which parts of the world is the smallest variety of crops shown on the chart now?

14
Name any crop which has only been grown in modern times.

15
Where was it first grown? Where is it grown now?

16
How many crops are shown which the East has received from the rest of the world?

Chart 13

Britain's Food

1
What colour is used to show each of the following: products found naturally; domesticated animals; cultivated crops; imported foodstuffs?

2
Name a food that has been eaten in Britain ever since the Old Stone Age.

3
How many kinds of food are shown which were eaten by the people of the Old Stone Age?

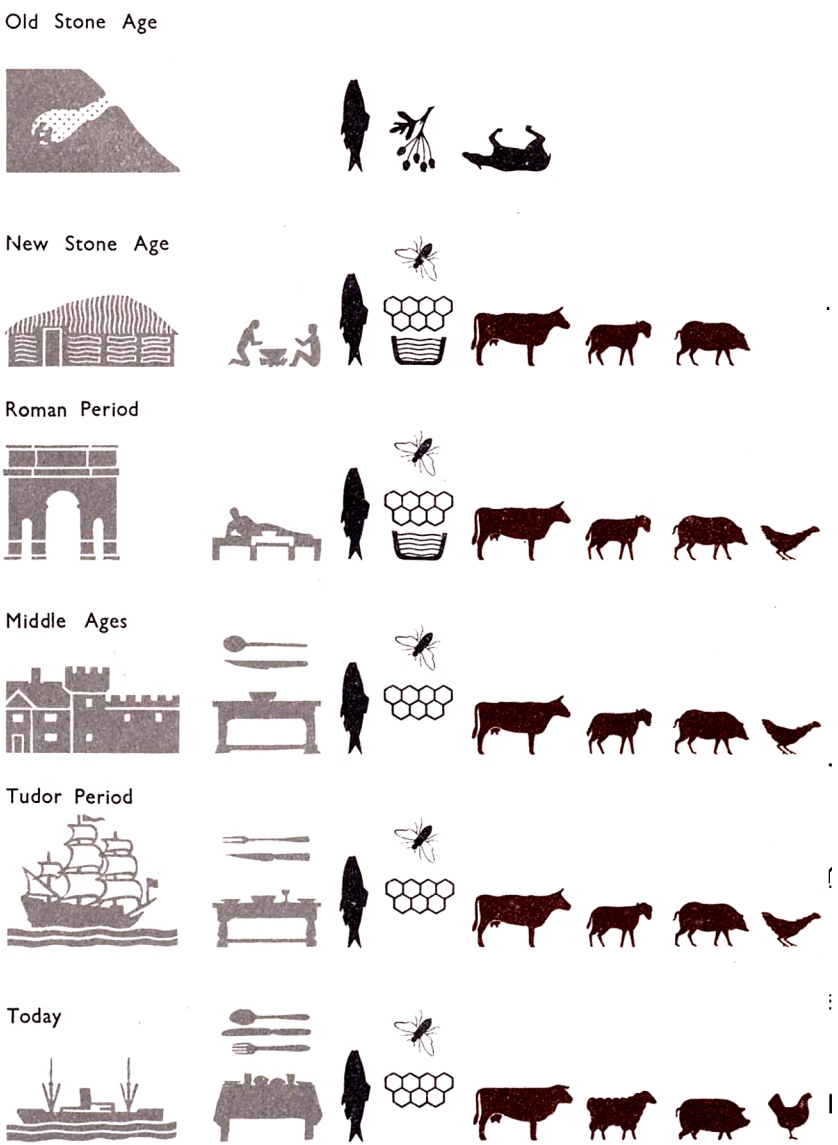
4
How did the people of the Old Stone Age get their food?

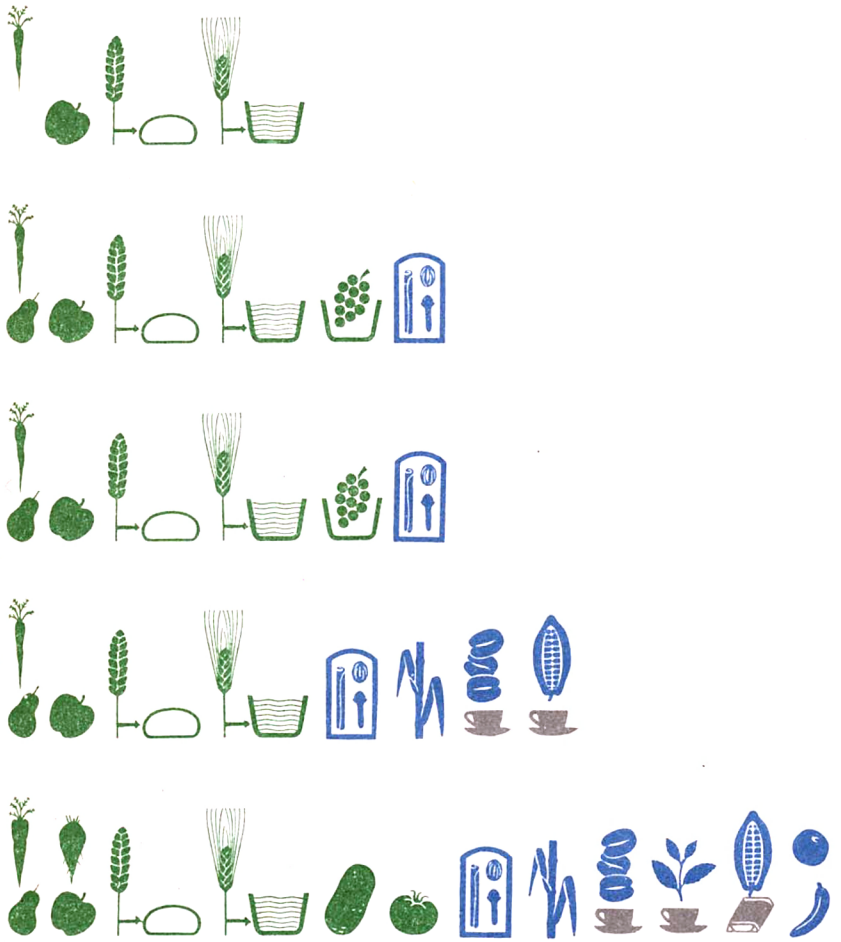
5
About when did men first begin to grow food for themselves?

6
About when did men first begin to keep domestic animals to provide them with food?

7
What food did they get from the animals they kept?

8
Name five animals which men keep for food today.





9
Do any of the animals of today differ from those of earlier times? If so, how?

10
What were the first crops to be grown in Britain? What were the cereal crops used for?

11
When did food first come to Britain from overseas?

12
What was this food and where do you think it came from?

13
Name some foods and drinks which come mainly from overseas today.

14
Which crops have been grown in Britain only in modern times? Look at Chart 13 and say where these came from.

15
Which drink was first introduced into Britain in modern times?

16
How long have men used knives and sat at a table to eat their food? How did the Romans eat their food?

Chart 14

Changing Power and a Changing Landscape

Look at the top picture first.

1
Put your finger on the mountains; the woodland; the mountain streams; the main river; the sea.

2
What power was used to drive the two mills near the mountains? What power was used to move the ships?

3
Put your finger on the blast furnace. What fuel was used to smelt the iron ore, and how was it made?

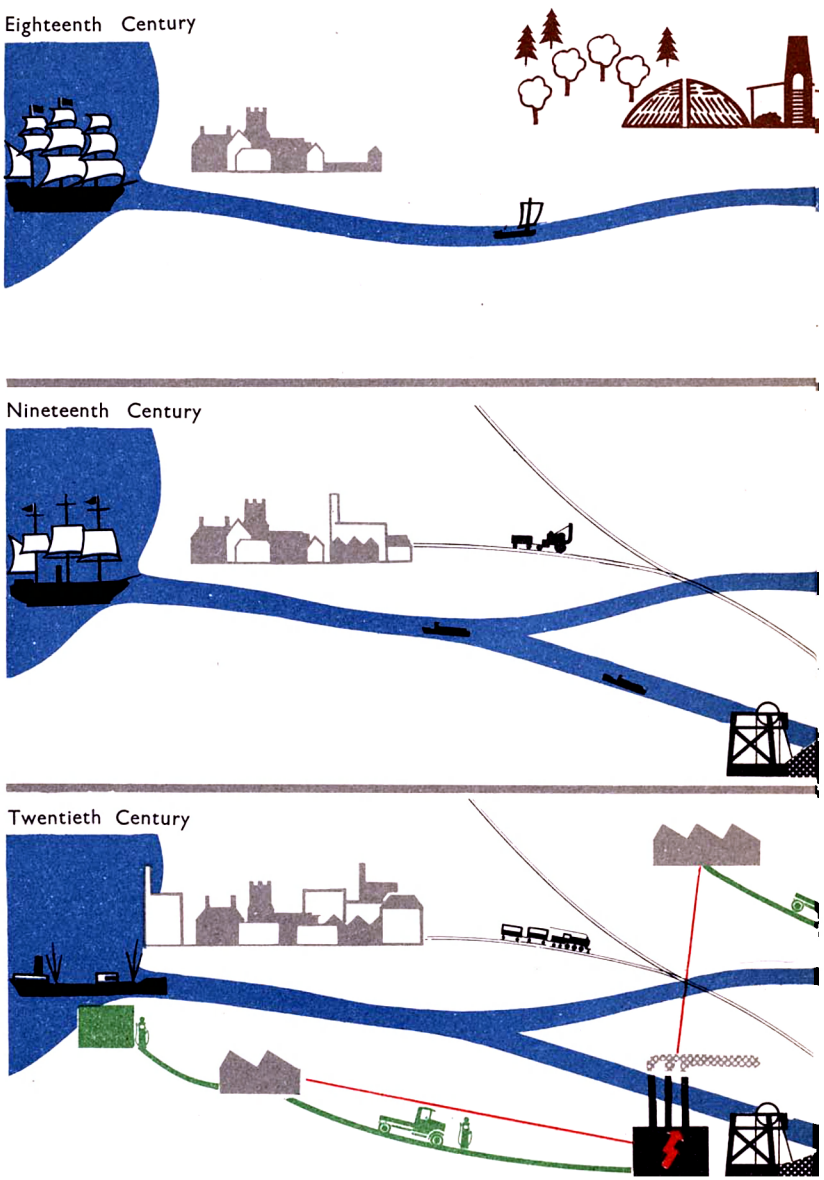
4
Were most of the goods transported by land or by water?

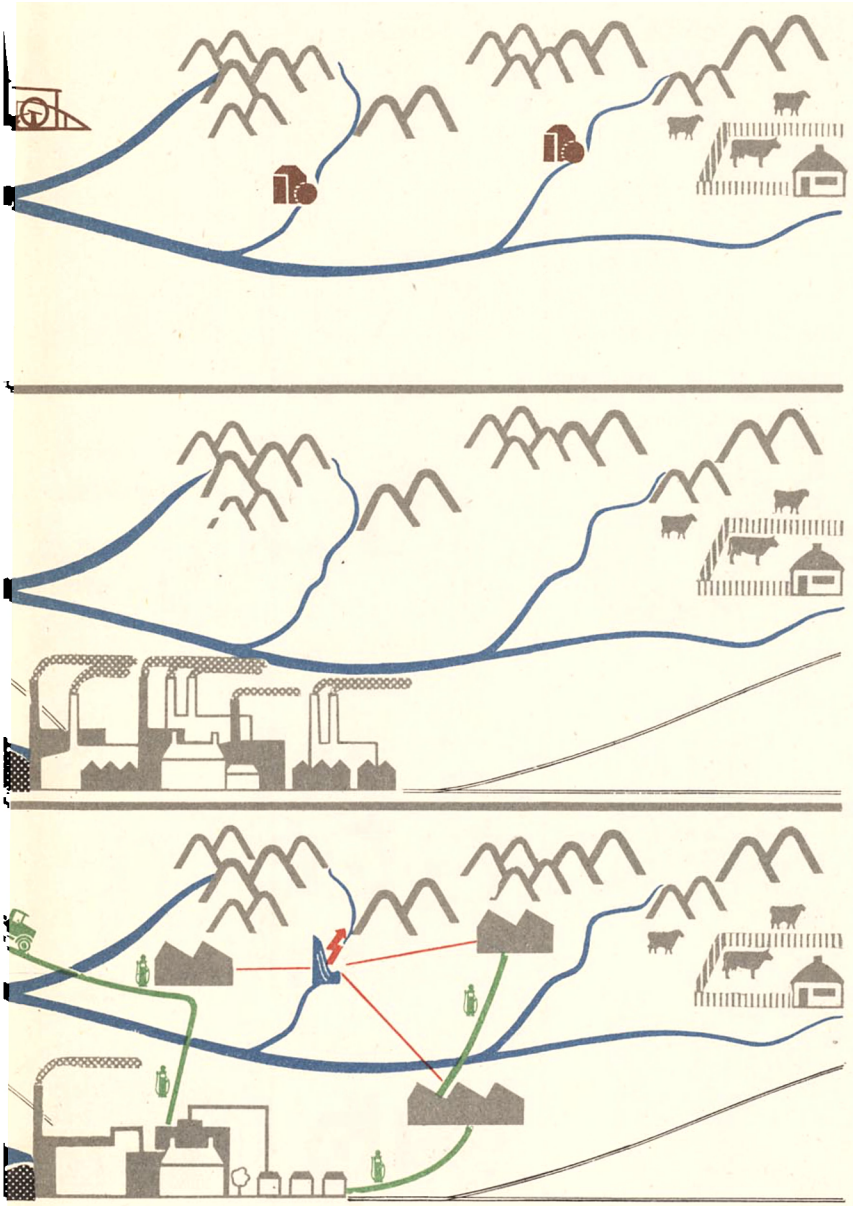
5
Where did most of the people live?

Now look at the second picture.

6
What new power was used to help move the sea-going ship?

7
What new form of land travel is shown? What power did it use?





8
What fuel has taken the place of charcoal? What made people build the new town where they did?

9
What had to be done before goods could be carried to and from the new town by water?

10
Are there any watermills still in use?

Now look at the third picture.

11
Is steam still the only form of power used in the factories?

12
What else besides coal is used for producing electricity?

13
Name a new form of land transport that has come into use.

14
Are the new factories crowded together as closely as the old ones? If not, can you suggest why?

15
Why are the new factories built without chimneys? Have the towns become cleaner or dirtier?

A Century of Inventions

1
Put your finger on the people who represent your parents; your grandparents; your great-grandparents; your great-great-grandparents.

2
About how many years is it since your grandfather was a young man?

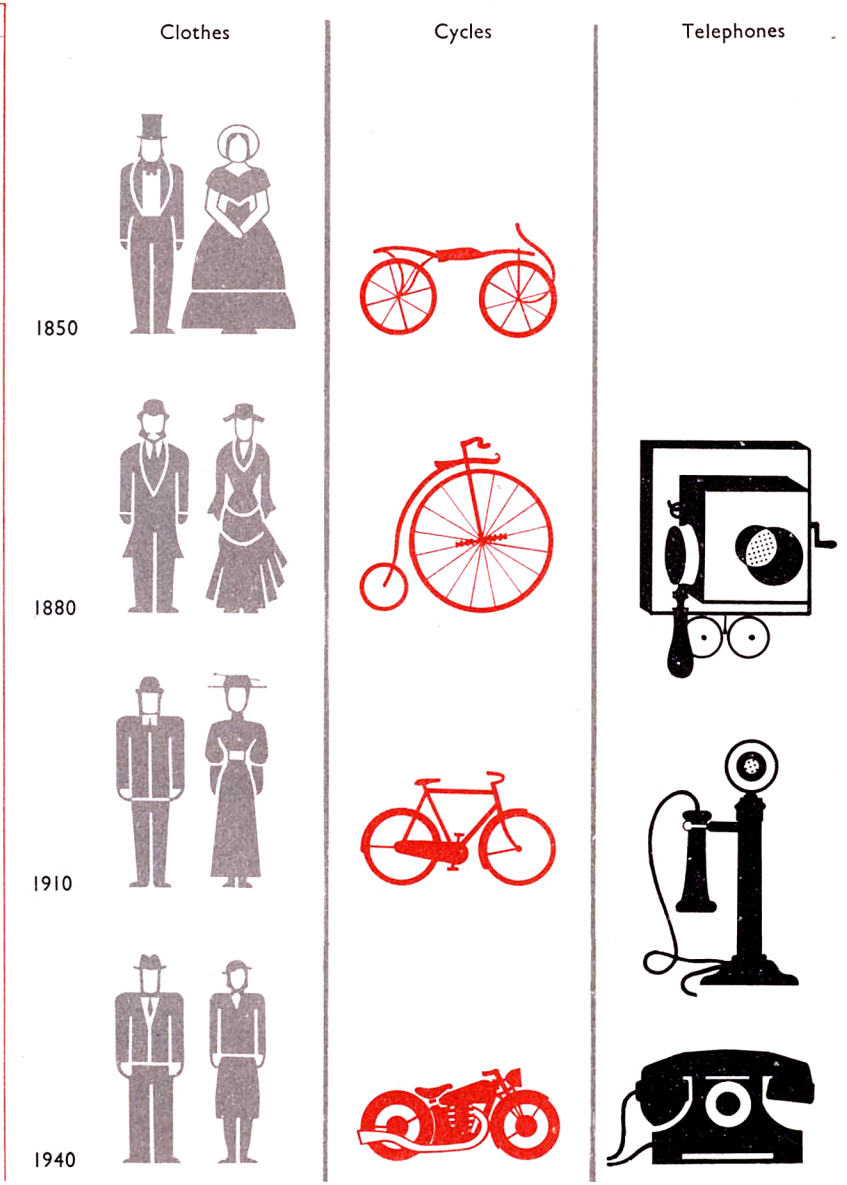
3
How many years were there between the early manhood of your great-great-grandfather and that of your grandfather?

4
When did the first bicycles come into use? Did they have pedals?

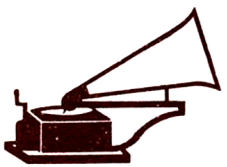
5
Do you know the nickname of the bicycle your great-grandfather might have ridden as a young man?

6
About how long ago did the modern kind of pedal bicycle come into common use?

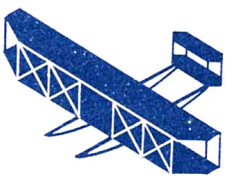
7
What other kind of bicycle is used today?

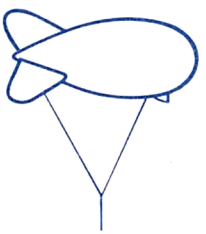


Music from Boxes



Aviation





8
About when did men first glide through the air on wings?

9
Describe the main differences between the first and last aeroplanes shown.

10
Could people steer the first balloons?

11
When were balloons first used for carrying passengers from place to place? What power was used to drive them along?

12
Are passenger-carrying balloons often used today?

13
What have balloons been used for in recent years?

14
What has taken the place of the musical box in most homes?

15
How long have telephones been used?

16
Say shortly what are the main differences between the appearance of clothes in 1850 and in 1940.

Chart 16

Man Fights Malaria

1
In the top line two men are ill in bed. What colour is used to show sickness?

2
Brown shows the things the doctors might have suspected of carrying malaria. Name them.

3
What is the instrument shown in red which scientists used to find out how the disease was spread?

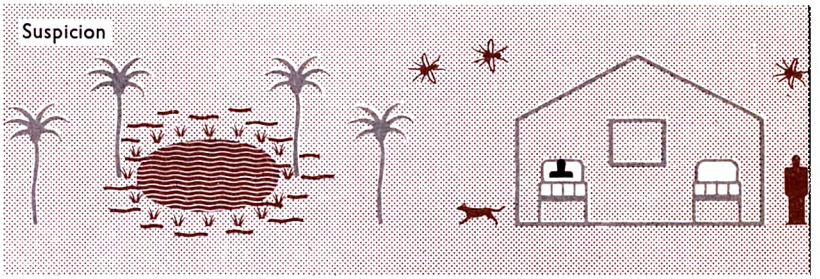
4
Green is the colour for health. What happens to the healthy mosquito after it has bitten the sick man?

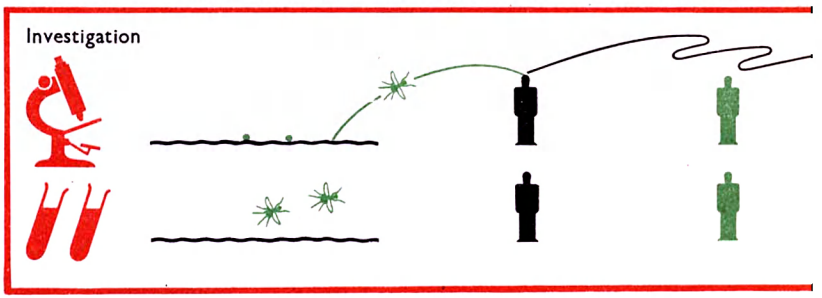
5
What happens when the healthy man is bitten by the infected mosquito?

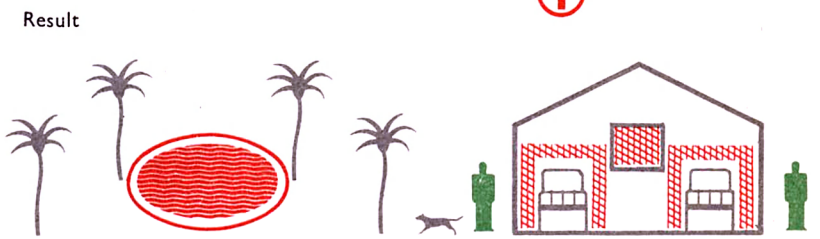
6
When two men are sick instead of one, will more mosquitoes be able to carry the disease?

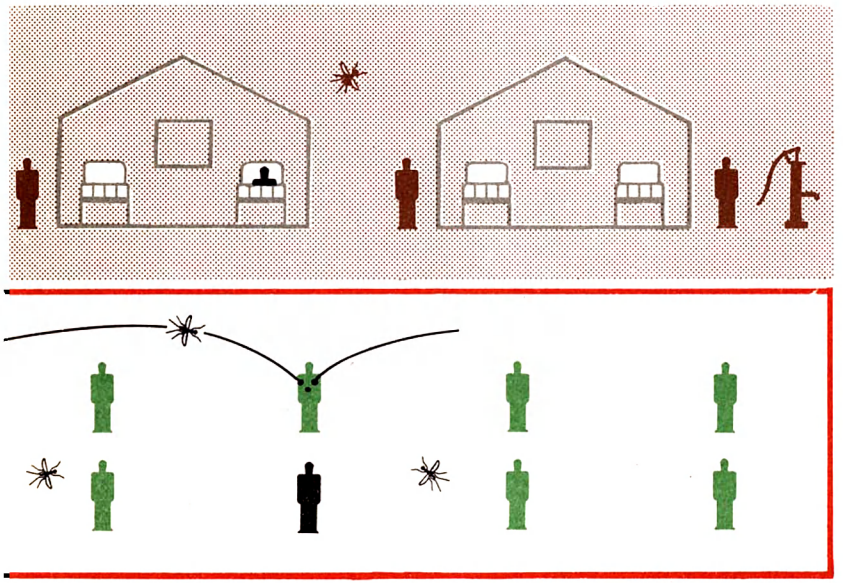
7
Where do the mosquitoes come from? Do they carry malaria when they first leave the swamp?

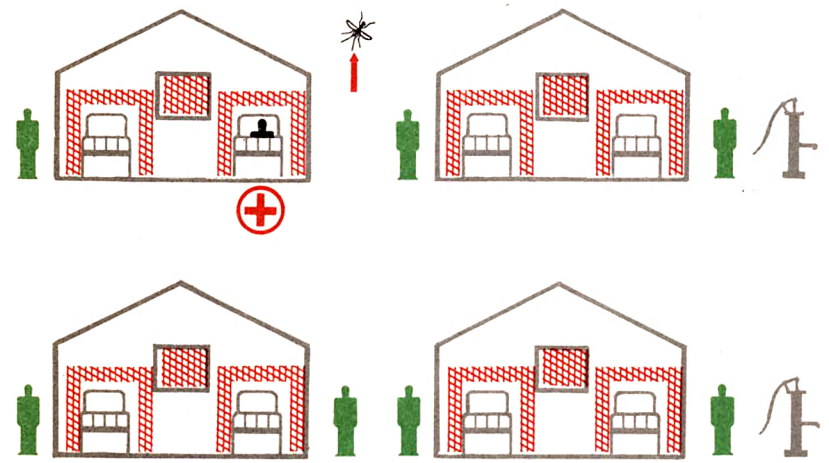
8
Look at the second row of houses. How many healthy men are shown? How many suffering from malaria?











9
Red denotes health measures. Name the things to which those measures are applied.

10
How could mosquitoes get into houses? How is this prevented?

11
Put your finger on the mosquito nets round beds. Why are they there?

12
What has happened to the swampy land around the pond? Has anything been done to the water itself?

13
The red arrows show that the mosquitoes themselves are attacked. Can you think how this might be done?

14
Why does a sick man have a mosquito net round his bed as well as a healthy man?

15
What medicine is usually given to men suffering from malaria?

16
Are there more or fewer healthy men in the bottom picture than in the top? Why are there no mosquitoes?

Chart 17

Population Grows

1
Why are North America, Australia and most of Africa not shown in solid grey on the top map?

2
Look at your atlas and name the countries of America that are shown in solid grey on the top map.

3
Which colour-group was the largest in 1500? Which is largest today?

4
Which colour-group has become smaller since 1500?

5
How many yellow people were there in east Asia in 1500? How many are there now?

6
How many brown people were there in India in 1500? How many are there now?

7
How many black people are shown in Africa in 1500? How many now?

8
Were there many black people living outside Africa in 1500? How many of them do so now?

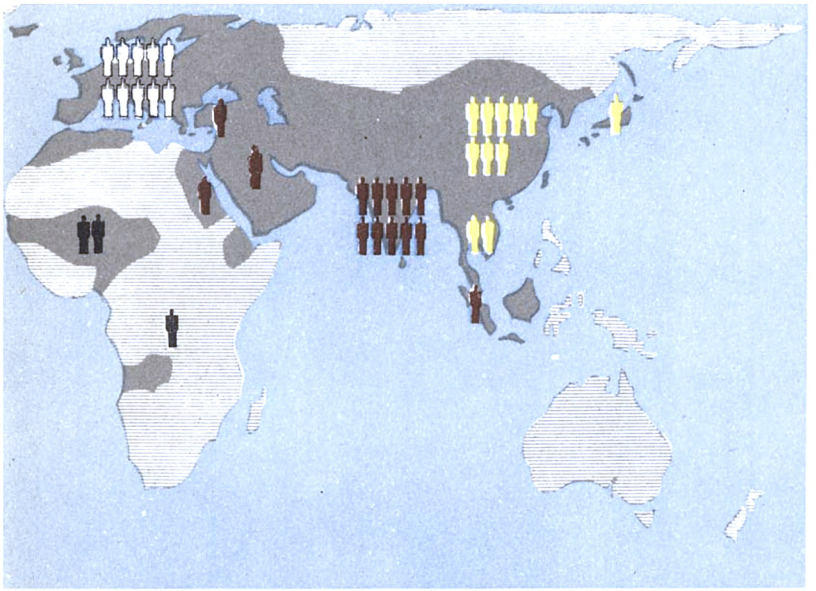
1500

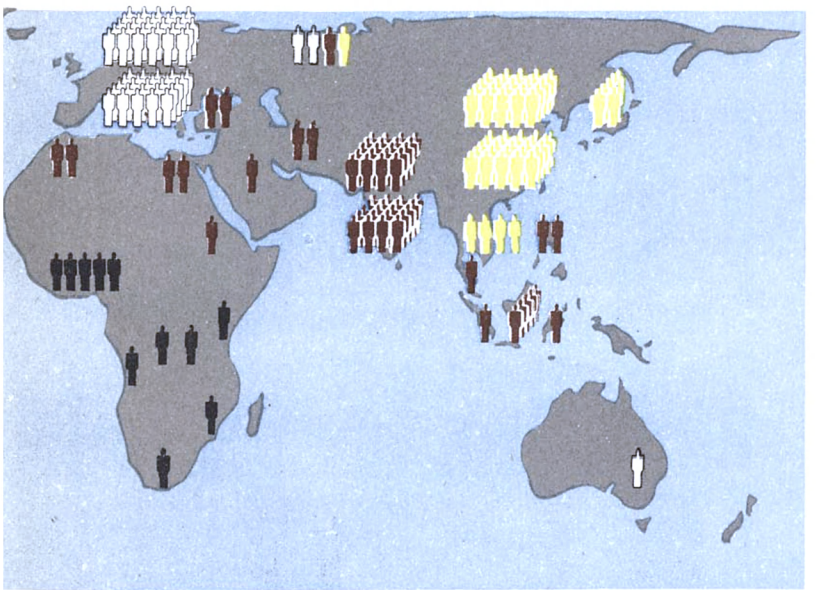
1900

Each man symbol represents 10 million people

- Europeans
- American Indians
- Mestizos
- Africans
- Mulattoes
- Indians
- Chinese, Japanese

Full grey shows areas with state organization





9
How did so many black people come to live in other parts of the world?

10
How many white people were there in 1500? Where did nearly all live?

11
How many white people are there now? Name the chief areas where white people live today.

12
Which chart shows you how they came to live in these new places?

13
Where has the number of brown people multiplied more rapidly, in India or in the East Indies?

14
Were there more white people than yellow people in 1500? Are there more white people than yellow now?

15
The mestizos have sprung from a mingling of two colour-groups. Can you say which two these were?

16
Can you say from which two colour-groups the mulattoes have sprung?

Chart 18

The Great Empires

1
Which colour stands for the Roman Empire? Which stands for the Arabian Empire? Which stands for the Mongolian Empire?

2
About how long did each of those three empires last?

3
Which of those empires spread over three great areas of the earth?

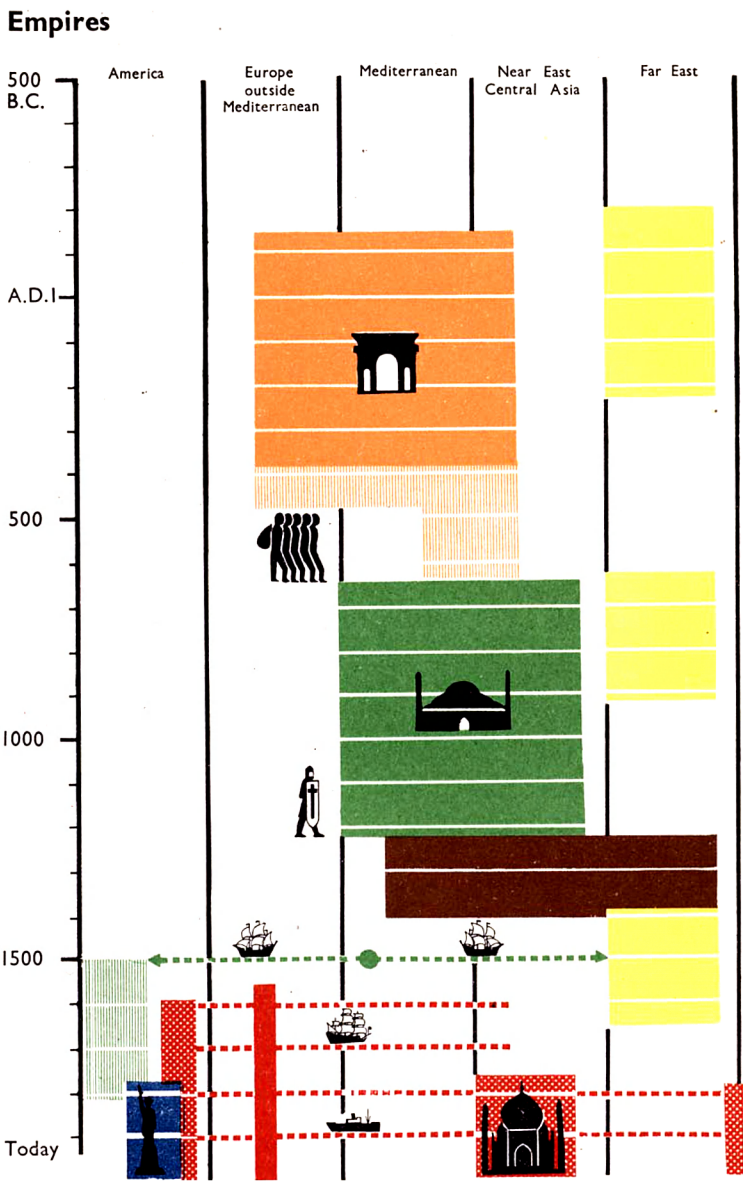
4
Put your finger on the symbol which shows the barbarians who invaded and weakened the Roman Empire.

5
Put your finger on the crusader.

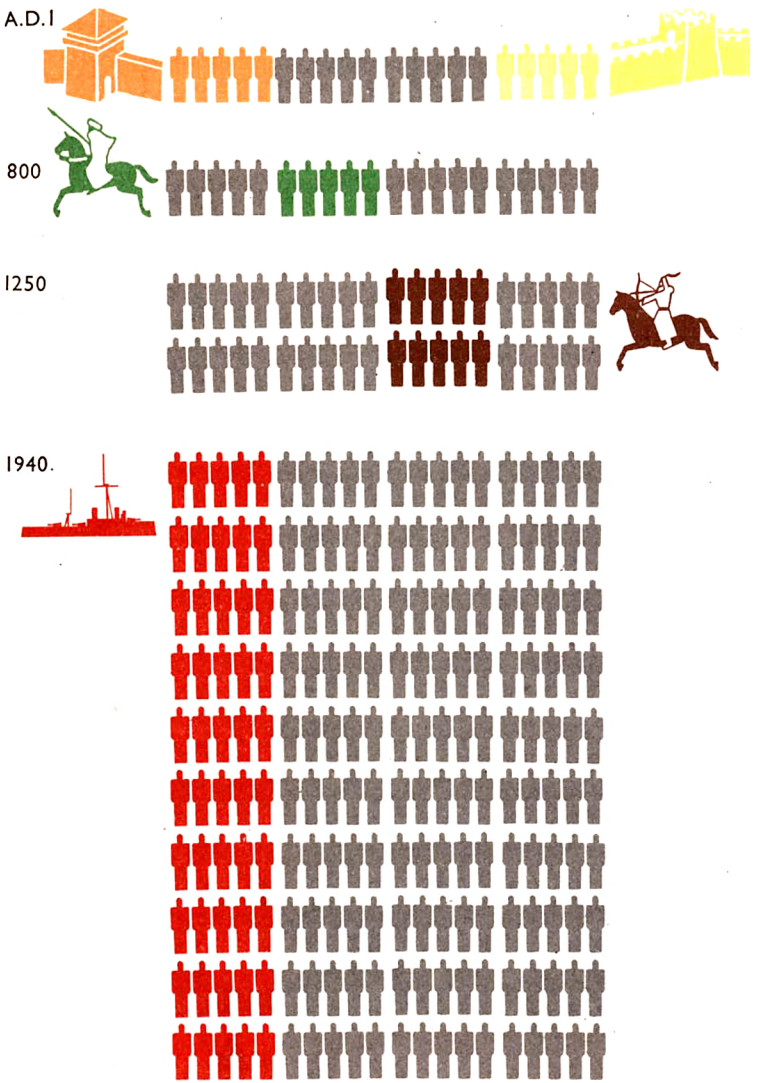
6
Which colour shows the Chinese Empires? How long did each of these last?

7
Which colour represents Great Britain? Which colour represents other parts of the British Commonwealth?

8
Put your finger on the strips that stand for Canada, for India, for Australia.



Populations



Each man symbol represents 10 million people

9
Which colour shows the Spanish American Empire?

10
Which colour shows the United States of America?

11
From which two empires did the U.S.A. get part of its territory?

12
Look at Chart 7 and say why some of the Spanish ships are shown sailing towards the Far East.

13
What fraction of the world's population lived in the Roman Empire about A.D. 1? What proportion lived in the Chinese Empire then?

14
What fraction of the world's population lived in the Arabian Empire in A.D. 800? What proportion in the Mongolian Empire in A.D. 1250?

15
What fraction of the world's population lived in the British Commonwealth in 1940? About what was the world's population then?

The Right to Vote

Blue stands for the right to vote.

1
In which countries did voting play a part in government in the year 1800?

2
Which of those countries had had votes many years before 1800? Which only a few years before?

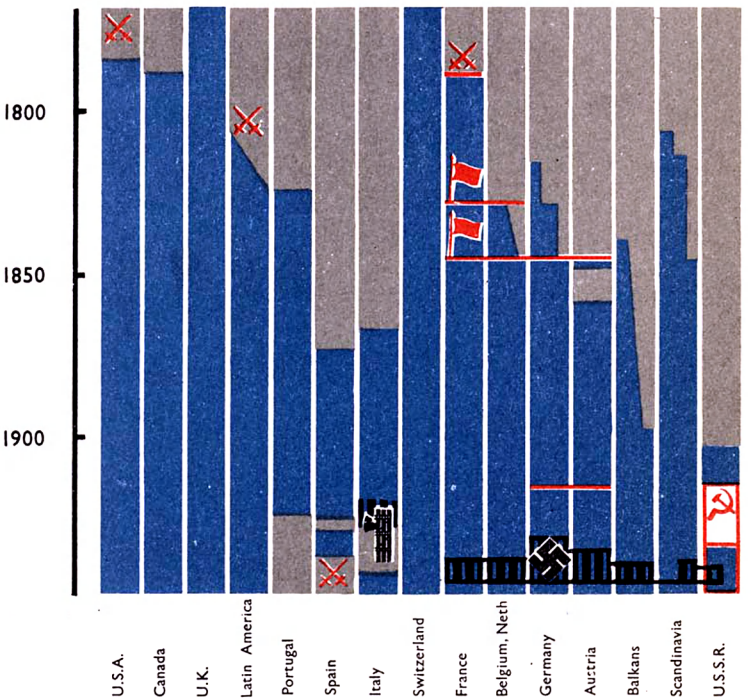
3
Which countries received votes just before 1800 after fighting?

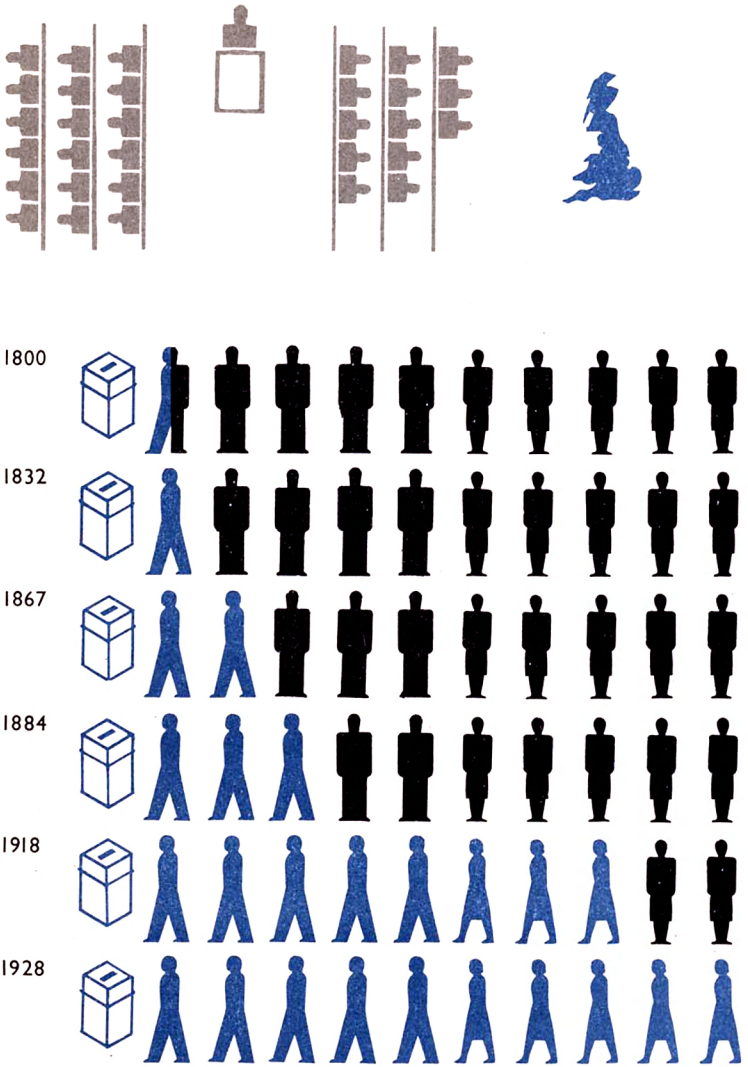
4
Name the European countries where voting was introduced between 1850 and 1900; where it was introduced after 1900.

5
Put your finger on the symbol that shows the Fascist period in Italy; the Nazi period in Germany.

6
Name the European countries which the Nazis of Germany occupied for a short time.

7
Was voting first introduced into the whole of Germany at once? Do you think the whole of Germany was under one government at that time?





8
What happened in Spain before voting ceased to be important there?

9
What event took place in France in 1789? In 1830? In 1848?

10
What happened in Germany and Austria in 1848? In 1918?

11
Was there any voting in Russia before 1917? What happened in that year?

12
What proportion of British men could vote in 1800? In 1832? In 1867? In 1884?

13
When did British women first have a parliamentary vote? Did any men vote for the first time in 1918?

14
When were the remainder of English women first given a vote?

15
Which symbols show the Government benches in the House of Commons? Which show the Opposition benches? Which shows the Speaker?

Chart 20

THINGS TO DO YOURSELF

1. Try to make charts like those in this book, to answer the following questions. Use either scissors and coloured papers or a box of paints, and copy any of our symbols which will help you.

   a. A Roman citizen, a man of the Middle Ages, and a modern man each goes on a long journey. How does each travel by land? By sea? What kind of building does each pass along the road? What clothes does each wear? (Most of the information can be found in this book, but you will find additional help in Book I, Chart 21, and Book II, Chart 4.)

   b. Chart 15 in this book showed you how electricity has changed factories. How has it changed street lighting? Indoor lighting? The spreading of information? Indoor entertainment? (You will find that Books I and II help considerably with the question of lighting.)

2. Describe briefly the kind of meal that each of the following people might have eaten, and how it would have been prepared and served : a man of the New Stone Age ; a man of Roman times ; a man of the Middle Ages.

3. Here are the headings for a table :

   a. Things which a man can do alone
   b. Things which men do in groups but not alone
   c. Things which can be done only by a large organized community

Place each of the following activities under its proper heading :— hunting ; fishing ; farming ; building temples ; building mud huts ; making roads across a whole continent ; making fire ; lighting a city by electricity ; paddling a boat ; crossing the ocean by liner ; making horse carriages ; making mass-produced motor cars ; laying water mains ; moving large stones ; keeping shops ; going to church.

SOME BOOKS TO READ

Below is a list of books which will give you further information about some of the subjects dealt with in our charts. The easier ones are marked *. Some of the others are rather difficult to read but most contain interesting pictures. Many of them may be found in any public library, and possibly in the Children's Section. You will also find it well worth while to look at the *Children's Encyclopaedia*, *Harmsworth's History of the World*, and *Newnes' Pictorial Knowledge*, and at handbooks issued by museums like the Horniman Museum.

BAIKIE, J. The Ancient East and Its Story *Nelson*

*BLAKE, G. British Ships and Shipbuilders *Collins* 5/–

BRERETON, F. S. Travel. An Account of its Method Past and Present *Batsford* 4/–

CHADWICK, D. Social Life in the Days of Piers Plowman *Cambridge University Press* 10/6

*CHAPPELL, M. British Engineers *Collins* 5/–

CHILDE, V. G. Man Makes Himself *Watts* 3/6

COLE, G. D. H. AND POSTGATE, R. The Common People, 1746–1946 *Methuen* 10/–

COULTON, G. G. The Medieval Scene *Cambridge University Press* 5/–

DAVIDS, T. W. R. Buddhist India *Unwin* 5/–

DE KRUIF, PAUL. Man Against Death *Jonathan Cape* 12/6

DRUMMOND, I. C. AND WILBRAHAM, A. The Englishman's Food *Cape* 12/6

FINCH, R. F. Geography Through the Shop Window *Evans Bros.* 3/6

*GILLESPIE, ALEX S. Life's Journey Through Time *Pen-in-Hand, Oxford* 5/–

HALL, SIR DANIEL. Our Daily Bread *Murray*

HARTLEY, D. Medieval Costume and Life *Batsford* 15/–

HOGBEN, L. Science for the Citizen *Allen & Unwin* 15/–

KING, LEONARD W. A History of Sumer and Akkad (History of Babylonia and Assyria, Vol. I) *Chatto & Windus*

*LOW, A. M. How Secrets Work *Peter Davies* 10/6

*LUCAS, M. S. Vast Horizons. A Story of Adventure and Discovery *Harrap* 8/6

MUMFORD, L. The Culture of Cities *Secker & Warburg*

*PETERSHAM, M. AND M. The Story Book of Wheels *Dent* 2/6

PRESCOTT, W. H. The Conquest of Mexico *[Several publishers]*

*QUENNELL, M. AND C. H. B. A History of Everyday Things in England *Batsford* 50/–

RAWLINSON, H. G. A Short Cultural History of India *Cresset Press*

ROBERTS, D. W. An Outline of the Economic History of England to 1939 *Longmans* 6/–

ROSTOVTZEFF, M. I. Social and Economic History of The Hellenistic World *Clarendon Press*

SINGER, C. A Short History of Medicine *Oxford University Press*

*THOMPSON, T. The ABC of Our Alphabet *Studio* 8/6

TURNER, RALPH. The Great Cultural Traditions *McGraw Hill* 60/–

*VAN LOON, H. W. The Story of Mankind *Harrap* 10/6

A NEW DEVELOPMENT IN VISUAL EDUCATION

The Scottish Report on Primary Education (1946) says of visual education: "It depends not so much on direct photography as on the animated cartoon, and sets out with the purpose of teaching a definite lesson: not background illustration but essential education. It studies the psychological approach, makes use of all possible devices of sight and sound to arouse and maintain interest, and ruthlessly excludes every irrelevant detail. The skill of the most inspiring and imaginative teachers can thus be allied to all the devices of the modern technicians to produce a teaching medium of extraordinary power that may be made available in every class-room in the land"

The *Visual History of Mankind* is an attempt to translate these words, written of the film, into the printed book. The picture-language, Isotype, was designed by its originators for this educational purpose. Clarity and simplicity is its chief aim. All irrelevant detail is omitted, the same symbols occur over and over again so that the reader quickly recognizes them, colour creates interest but is used always with meaning and not merely as decoration, attention is paid to arrangements which will present easily remembered patterns. This new instrument is used to make statements and tell stories which are not simply of background value but are themselves an essential part of the education of modern citizens.

The books are intended for use at the stage, described in the Report, when the pupils are "in a position to realize the patience and genius of our early ancestors in making those inventions and discoveries upon which the later developments of civilized life are based . . . to follow with intelligence and interest the great stories of civilization, such as the story of the ship, the wheel, the road, the alphabet, lighting, weights and measures, law and order". Teachers will, of course, use the charts in the light of their own experience. Some will use them as texts, study them with their pupils, help them by questions to find the right words to describe what they see, and use the blackboard to summarize the lesson. Others will tell stories, illustrating them with film strips and other pictorial material as visual aids, and then turn to the books to drive home and expand what has been dealt with. Still others will continue to use the ordinary story books and use the charts as geography teachers use an atlas. But all of them will find in these books an opportunity to "study and experiment", in the words of the Report, "with a technique of teaching which seems likely to be of revolutionary importance".